

# White Paper Report

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## **Visualizing the History of the Black Press: The Black Press Research Collective Newspapers Project**

### **A White Paper for the National Endowment for the Humanities**

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### **Workshop Overview**

In April 2014, the National Endowment for the Humanities awarded the Black Press Research Collective in partnership with the Center for Africana Studies at Johns Hopkins University a Level 1 Digital Humanities Start-Up Grant to hold a two-day workshop. The workshop allowed black press scholars, librarians, archivists and data visualization experts to consider the significance of the black press and the best methods for visualizing its history. Twenty-five participants took part in the workshop held at the Sheridan Libraries on Hopkins campus on October 10-11, 2014. Participants in the workshop presented work on digital archival strategies and newspaper visualization projects and took part in wide-ranging discussions about the history and the state of research on the black press. This white paper documents the workshop and its participants' recommendations for a plan to visualize the history of the black press.

Workshop Website

<http://blackpressresearchcollective.org/?p=1000>

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## Workshop Overview

The workshop was born out of a desire to first recognize the importance of the black press in the United States by creating a digital portal for resources and scholarship.

However, a second and equally significant factor inspired an interest in holding a workshop. Since no large-scale digital humanities project exists on the black press, the workshop also provided an opportunity to foster a digital humanities project through a cooperative exchange between a cross-section of individuals with different expertise and skills. In this context, a series of questions drove the workshop presentations and discussions: (1) What types of data visualization are most conducive to the history of the black press? (2) How might data visualization shape present and future scholarship on the black press? (3) What are some best practices of data visualization processes and how might they be used to create appropriate and relevant visualizations of the black press? (4) What properties of the history of the black press should be realized as data visualizations? (5) What is the range of expressive potentials of data visualization for the black press? (6) What strategies are needed to “free” data from traditional archives to generate new discoveries of the history of the black press through visualization?

The workshop was also animated by the proximity of the oldest and longest African American family-owned newspaper, the *Afro-American* or the *AFRO* a few short blocks away from Hopkins campus. The *AFRO*, the Sheridan Libraries, and the Center for Africana Studies at Hopkins recently collaborated on a project to make the *AFRO* archives more accessible. This relationship, in addition to the *AFRO*'s close location, made it possible for the *AFRO*'s publisher and archivist to attend the workshop and share the



paper's history, daily operations and fiscal concerns with the participants. Like most black newspapers in the United States the *AFRO* has simultaneously advocated for African Americans' rights and created opportunities for black Americans to transform their communities. Founded in 1892 by John H. Murphy Sr. and today run by his great grandson John "Jake" Oliver, Jr. the *AFRO* continues to be a cornerstone of Baltimore and the national African American community. Twenty years later a recent Nielsen-Essence survey has named the *AFRO* the No. 1 paper among black newspapers. The *AFRO* was the first established black newspaper to develop a digital edition in 1995. The paper also continues to break new ground using social media to continue its legacy of service to and work in the African American community.

Together, the questions and the *AFRO*'s presence, motivated the workshop participants to focus their energies and their respective knowledge and skills on establishing a plan for a digital visualization project on the history of the black press. Thus the workshop captured the processes by which the participants considered how digital technologies might be used to study the ways African Americans have sought to document their experience and fight for social justice through black newspapers.

### **The State of the Field: Digital Humanities & The Black Press**

The history of black newspapers in the United States is at the core of the African American experience. Recognizing this, scholars of the black press undertook the arduous process of looking through bound volumes of newspapers, then microfilm reels. Now scholars have the luxury of digitized newspapers and full-text searching in electronic databases. Yet, despite the presence of digitized newspapers, scholarship on the black press has not benefitted from digital innovation. Amazingly, this is in the midst of large-scale newspaper digitization projects such as the joint venture between the National Endowment

for the Humanities and the Library of Congress, “Chronicling America: Historic American Newspapers.” This project has resulted in the digitization of 1,855 newspapers published between 1836-1922. However, 49 or slightly less than 2.5 percent of them are black newspapers. The vast majority of digitized black newspapers, particularly the most prominent and influential ones, are located in proprietary databases such as *Accessible Archives*, *Readex: African American Periodicals* and *Proquest Historical Black newspapers*. These databases are subscription-based. This means that most students, teachers and the general public have a difficult time accessing information pertaining to historical black newspapers. In other instances, when black newspapers are freely accessible to the general public, the papers lack sufficient digital curation and technology necessary for effective searching and use.

A major effort has been made to address the issue of black newspaper access. In 2007, Sheridan Libraries and the Center for Africana Studies at Johns Hopkins University collaborated with the AFRO Newspaper Archives and Research Center (AANARC), home to one of the oldest and longest published black newspapers, the *AFRO* on the Diaspora Pathways Archival Access Project (DPAAP) in an effort to make black newspaper archives more accessible. Funded by the Andrew W. Mellon Foundation, the DPAAP created online access to descriptions of repository content in the *AFRO* newspaper archives to scholars, teachers, students, and community users through an open, web-based, searchable database built upon the Open Archives Initiative Protocol for Metadata Harvesting (OAI-PMH). While this project has provided a better view of what types of materials are held in the *AFRO* archive, it has not produced or generated a critical mass of work that offer deeper insight into the history of the *AFRO* newspaper and its role in

African American communities. The DPAAP, then, highlighted that the problem with the lack of scholarly work on the black press was not simply one of access.

While access to black press archives continues to be a concern, a larger issue is the lack of a digital infrastructure for work on the black press. The Black Press Research Collective (BPRC) was created in the spring of 2013 to fill the void of a sustained digital project dedicated to the black press.

### **The Black Press Research Collective**

The BPRC is an interdisciplinary group of scholars committed to generating digital scholarship about the historical and contemporary role of black newspapers in Africa and the African Diasporas. Drawing on the work of Colin A. Palmer, the term African Diasporas refers to the "dispersal" of Africans outside of the African continent who are bound together by their struggle against racial oppression. However, and again like Palmer, the BPRC also makes a conscious effort to include the African continent in its understanding of Diaspora. Still, the BPRC primarily focuses its scholarship on newspapers published or written by individuals living outside of Africa who have been dispersed, either through choice or force, and now live elsewhere. The BPRC strives to avoid homogenizing newspapers of the Diaspora but to explore how they operate in specific periods and settings. At the same time, the BPRC is interested in generating new methodologies that explore the concept of an African Diasporic press in the formation of global communities of people of African descent.

The BPRC also serves as a repository/archive for the storage, analysis, digitization and distribution of material on the study of a global black press. In this regard, the [Black Metropolis Research Consortium Survey](#) (BMRC) serves as a model. The BPRC will serve as a “second space” for documentation of materials about black newspapers that are

difficult to identify and locate with more traditional research methodology. Finally, BPRC is dedicated to encouraging and training new generations of scholars in the study of black newspapers and their significance in African Diasporic communities. Because of the distinctive nature and role of newspapers in the Diaspora, the Collective's work primarily focuses on these publications but offer some resources and scholarship on magazines.

The BPRC's first foray into grant writing occurred with small internal grants from Muhlenberg College where the principal founder worked as an assistant professor of history. These small grants, along with personal funds, enabled the development of a web site using the WordPress publishing platform, an undergraduate student research assistant, and an outside contractor to develop two geo-spatial visualizations of the black press. Regular blog entries discussing new avenues of inquiry and resources on the black press are also highlighted on the site along with additional visualizations of black press data.

The NEH Level 1 Digital Humanities Start-up grant was the first attempt to secure external funding and was the basis of the workshop. The second attempt resulted in an American Council for Learned Societies Digital Innovation grant in 2015 to develop a series of born-digital books on the black press. The BPRC also received a BMRC summer research grant in 2015 to enhance the *Chicago Defender's Standing Dealers Map*, a digital map that visualizes the black and white Americans who sold the *Defender* throughout the United States in 1919. The BPRC plans to create a board of advisors and apply for additional funding through the NEH and the U.S. Department of Education for a "Technological Innovation and Cooperation for Foreign Information Access" grant to create and translate an international archive of black newspapers into English.

## **The Workshop: October 10-11-2014**

A number of tasks and activities were conducted prior to the commencement of the workshop. First, a poster was developed to advertise the workshop to the Johns Hopkins University community and was posted on the BPRC site for the purpose of informing its audience. An announcement about the workshop was also made on Twitter and the Twitter community was encouraged to follow the workshop activities through the tweets of the organizer and principal founder of the BPRC. Finally, a survey about the state of the field was administered to a select number of workshop participants who are also black press experts. The participants' responses were used to help develop the workshop agenda and facilitate discussions throughout the workshop sessions.

The first day of the workshop opened with an introduction to the BPRC, a review of temporally and materially related digital humanities projects in Sheridan libraries and the overall goals of the workshop. John "Jake" Oliver, CEO and publisher of the *AFRO* made the first presentation, a talk on the history of the paper and discussed its entrance into digital publishing and news through Facebook. Oliver's talk was followed by a keynote talk, "From Black Bibliography to the Black Digital: Can the Past Help Us See the Future?" by James Danky, an expert on alternative newspapers in America and the African diaspora and editor of *African-American Newspapers and Periodicals*. Danky provided an overview of archival work on black newspapers, the current state and future direction of study and scholarly access to traditional and digital archives.

Workshop participants' dialogue with both Oliver and Danky allowed the group to contextualize the history of the black press as an essential factor in scholarship on people of African descent in the African Diaspora, including the United States. This discussion developed into conversations about the intellectual conception of the project vis-à-vis recent and future scholarship that might be developed from data and geographical

visualizations on the black press. In this sense workshop participants acquired a greater understanding of issues of accessibility, and a preliminary scope and interpretative framework for the project. Moreover, the shared understanding of the history of the *AFRO* and archival strategies used to preserve and provide access to the black press helped the participants form a composite understanding of the specific scholarly and professional skills brought together to conduct the workshop. Some questions that developed from the first sessions of the workshop included: How do we preserve an old media moment of closure and transition to digital platforms in the information age? Do we need to have a journalism school involved in projects visualizing the history of the black press? How do we convince young journalists that they need historical context in order to fully understand contemporary newspaper publishing?

The second half of the workshop's first day began with a series of presentations and roundtable discussions on digital newspaper projects, which included: *The Diaspora Pathways Archival Access Project*, *Journalism's Voyage West*, *Mining the Recorder*, *Louisville Leader Collection*, and *Project Gado's* "Case Study Afro American Newspaper." Each presenter defined, and prioritized his or her project's specific functionalities, levels of interactivity, and platform to highlight its maximum utility and flexibility, for research and pedagogy. These presentations spurred discussions on needed technological platforms, functionalities, levels of interactivity, content scope, criteria for newspaper selection and specific research and technological applications and pedagogical components. Participants determined that studying old media made new through visualization will transform the history of the black press into something recognizable to students and inspire scholars to develop innovative scholarly projects. The end of the first day yielded principles for

shaping a pilot digital project on black newspapers and explored the potential for collaborating with other institutions and current projects.

The second day of the workshop began with more presentations on newspaper projects and digital archival practices and strategies for preserving black newspapers. The presentations included *Mapping Texts*, *The Black Periodical Literature Project*, *the Black Press Research Collective* and “The African American Experience and the Archive.” These projects offered participants’ another occasion to assess potential project resource requirements which include: staffing, coordination of evaluation and selection process, extent of the project in terms of digitized items and degree of interpretive content and workflow for digital imaging and platform development.

The discussions arising out of the second set of presentations revealed common approaches and issues across digital projects, despite their various use of tools and platforms. One of most common approaches to visualization that workshop participants observed in the presentation was mapping. There was a shared sentiment that geospatial visualizations were effective in displaying the geographic scope of and distribution of newspapers. Preservation and data management was a compelling problem that participants identified across projects. Most of the presenters noted that while their projects had preservation and data management plans in place, server space and support was limited and often contingent on “soft money” that is derived from grants. Because of this, data management and preservation issues plagued their projects.

With regard to visualizing black newspapers, workshop participants determined that there are some unique concerns. For example, how should the black press be defined? Should the definition include digitized black college student newspapers? Are newspapers published by African immigrants and other African diasporic groups in the United States

included in taxonomies the black press? Are religious newspapers, such as the *Christian Recorder* incorporated into an understanding of the black press? Workshop participants also expressed frustration with not knowing if particular black press data sets exist or where they are located to determine the feasibility of visualizing it. For example, The “Black Press Archive” at the Moorland-Spingarn research center at Howard University has no digital presence or online guide.

Participants spent the final session of the workshop in breakout group sessions in an effort to articulate recommendations that outlined a clear plan and realistic scope for the implementation of a visualization project in terms of participating institutions and potential external contributors. Small group sessions allowed participants time to identify existing infrastructure, resources, and expertise at participating institutions that might be applied to the pilot project. Participants worked together to develop an itemized list of project requirements that included: platform development, digital imaging, systems requirements; new project-specific staffing and scholarly participation (post-doctoral fellows, selection team, and project coordinator); item conservation and preservation; resource maintenance and sustainability. Discussions also highlighted opportunities for external funding from the National Endowment for the Humanities, American Council for Learned Societies and Mellon Foundation.

## **Conclusions and Recommendations**

The workshop participants spent hours discussing and culling the best examples of digital humanities newspaper projects. Ultimately, they made a series of recommendations that would visualize black newspaper data sets using open-source software. While the workshop participants all agreed that a need for a large-scale digital visualization project on the black press is vital, they differed over processes that would enable its development. For



example, some participants argued that focus should be placed on locating funding sources to support developing harvesting data that could be used to create visualizations at a later point. Other participants remarked that visualizing the networks of individuals and groups involved in publishing black newspapers should be a priority of requests for additional funding. The issue of pay walls was of great concern for many of the participants. The vast majority of digitized black newspapers, particularly the most prominent and influential ones, are located in proprietary databases such as *Accessible Archives*, *Readex: African American Periodicals* and *Proquest Historical Black newspapers*. These databases are subscription-based. This means that most students, teachers and the general public have a difficult time accessing information pertaining to the most important historical black newspapers. Some participants suggested that a project dedicated to visualizing data from these papers was pressing and should be considered be critical in the next steps for the BPRC. However, participants acknowledged that access and copyright would be issues of concern for any project moving in this direction.

Another group of participants pointed out that historical black newspapers are increasingly available online to the public and time and resources would be better served capturing the history of these papers through visualization processes. The most extensive publicly accessible collection of black newspapers is located in the *Chronicling America* collection. At present black newspapers number 46 out of 1,855. While this number represents less than two and a half percent of the total, the collection would still yield considerable data sets to visualize. One question that arose from this discussion was, “How would this visualization project differ from previous and current NEH funded projects using *Chronicling America* newspapers such as *Mapping Texts* and the *Archival Discovery*

*Project?*” Many participants suggested that concerted efforts to analyze race through the visualization of the black press would make the project unique.

Even as the participants expressed a difference of opinion with regard to where to place the emphasis of a visualization project, they agreed that the technological infrastructure need not be heavy or driven by complex digital technologies for a visualization project on the black press. “There are existing platforms, it is just a matter of modifying them,” stated one participant. Some participants favored making a case for the special significance of black newspapers by proposing the development of new digital tools and facial recognition technologies that might extract visual images such as photographs and newspapers from black newspapers. Nevertheless, all workshop participants agreed that the scope of the project would need to be defined first before appropriate digital processes and tools could be identified. Thus questions remained: What subset of data from the newspapers would be visualized? What digital tool or process would be used to visualize the data? What historical and scholarly questions should frame and guide the visualization process?

Although the workshop participants were tasked with critically thinking through the implications of developing a single project dedicated to visualizing black newspaper data, it was clear that concerns about building a larger digital infrastructure for the black press was a pressing issue that emerged in the discussions. Funding was an obvious concern but workshop participants also stressed the human labor needed to coordinate and identify existing models of comparable size, and scale to develop a comprehensive visualization project. Workshop participants recommended an advisory committee and an “appropriate institutional home” for not only the project but also for the BPRC that could insure it and its

projects sustainability. Potential partners include the National Newspaper Publisher's Association, NEH, Schomburg Center for Research in Black Culture, Library of Congress, Association for the study of African American Life and History, and the National Museum of African American History and Culture. The BPRC, according to participants, should make an intellectual argument for why a sustained and focused digital project on the black press is valuable to any one of these institution's mission.

In the next phase of the project the BPRC will apply for a level 2 NEH Digital Humanities Start-up grant, create a born-digital black press e-book series and geo-spatial visualizations of African American newspapers' development in the United States since 1827. In developing digital humanities projects on the black press the BPRC strives to create innovative means to preserve its history and inspire new research.

## **Appendix 1: List of Participants**

### **List of Project Participants**

#### **Staff**

**Project Director:** Hollis Robbins (Leonard and Helen R. Stulman Professor of History, Director of Center for Africana Studies)

**Co-Project Director:** Kim Gallon (Assistant Professor of History, Director of Africana Studies, Muhlenberg College, Visiting Scholar, Johns Hopkins University, Founder of Black Press Research Collective)

#### **Consultant**

**Project Consultant:** Moira Hinderer (Visiting Scholar, Johns Hopkins University)

#### **Participants**

Sayed Choudhury, Sheridan Libraries, Johns Hopkins University

Mark Cyzyk (Scholarly Communication Architect, Sheridan Libraries, Johns Hopkins University)

James Danky (Director Emeritus, Center for the History of Print & Digital Culture, School of Journalism and Mass Communication, University of Wisconsin-Madison)

Benjamin Fagan (Assistant Professor of English, University of Arkansas)

John Gartrell (Director, John Hope Franklin Research Center for African and African-American History and Culture, Duke University)

James Grossman (Executive Director of the American Historical Association, Associate Professor History, University of Chicago)

Debra Newman Ham (Professor of History, Morgan State University)

Khuram Hussain, Hobart and William Smith Colleges

Rachel Howard, University of Louisville

Elliot King, (Professor and Chair, Communication Department, Loyola University Maryland, Administrator of Media History Exchange)

JaZette Marshburn (Archivist, *Afro-American Newspapers* Archives and Research Center) Christine Murray (Social Services Data Librarian, Van Pelt Library, University of Pennsylvania)

Geoff McGhee (Creative Director for Media and Communications, Bill Lane Center for the American West, Stanford University)

Scott Nesbit (Associate Director of The Digital Scholarship Lab at the University of Richmond)

John Jacob“Jake” Oliver, CEO, *AFRO-American Newspapers*

Earnest L. Perry, (Faculty Chair and Associate Professor of Journalism, Missouri School of Journalism, University of Missouri)

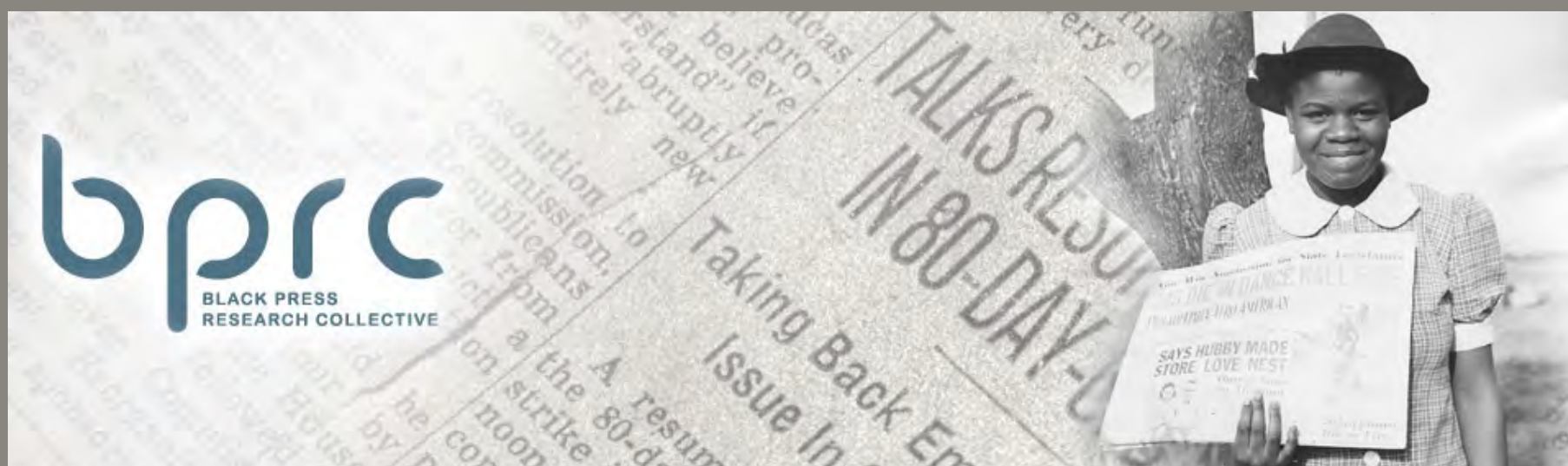
Kenvi Phillips, Assistant Librarian, Prints/Photographs, Moorland-Spingarn Research Center, Howard University)

Jane Rhodes (Professor and Chair of American Studies, Dean for the Study of Race and Ethnicity, Macalester College)

Thomas Smith (Founder and Project Manager, ProjectGado)

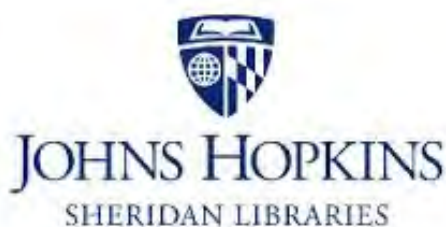
Andrew Torget, (Assistant Professor of History, University of North Texas)

Chella Vaidyanathan, (Sheridan Libraries, Johns Hopkins University)



# Visualizing the History of the Black Press in the United States NEH Digital Humanities Workshop

**October 10-11, 2014  
Sheridan Libraries  
Johns Hopkins University**



Mark Cyzyk (Johns Hopkins University)  
G. Sayeed Choudury (Johns Hopkins University)  
James Danky (University of Wisconsin-Madison)  
Benjamin Fagan (University of Arkansas)  
Kim Gallon (Purdue University)  
John Gartrell (Duke University)  
James Grossman (American Historical Association)  
Debra Newman Ham (Morgan State University)  
Rachel Howard (University of Louisville)  
Moiria Hinderer (Johns Hopkins University)  
Khuram Hussain (Hobart and William Smith Colleges)  
Elliot King (Loyola University of Maryland)  
JaZette Marshburn (*AFRO* Newspapers)  
Geoff McGhee (Stanford University)  
Christine Murray (University of Pennsylvania)  
Scott Nesbit (University of Georgia)  
John Oliver (*AFRO* Newspapers)  
Earnest L. Perry (University of Missouri)  
Kenvi C. Phillips (Howard University)  
Caitlin Pollock (Indiana University-Purdue University Indianapolis)  
Jane Rhodes (Macalster College)  
Hollis Robbins (Johns Hopkins University)  
Thomas and Amy Smith (Project Gado)  
Andrew Torget (University of North Texas)  
Chella Vaidyanathan (Johns Hopkins University)

## Appendix 3 – Workshop Schedule

### Visualizing the History of the Black Press in the United States

#### NEH Workshop

JOHNS HOPKINS UNIVERSITY

BALTIMORE, MD

OCTOBER 10-11 2014

#### WORKSHOP SCHEDULE

#### Friday, October 10<sup>th</sup>

- 7:30** All participants will meet in the lobby to walk to the University Shuttle (four blocks from Home 2 Suites by Hilton)
- 7:45** The University shuttle will pick up all travelers at the shuttle stop four blocks from the Home 2 Suites by Hilton, and drop off all travelers at the Milton S. Eisenhower Library for a short walk to CAS.
- 8:30** Center for Africana Studies Introductions, Hollis Robbins, CAS Director, Chair, Peabody
- 9:00** Workshop participants will walk over to Brody Learning Commons rooms 2030 and 2040

#### 9:30 - 11:00

- Welcome and Workshop Staff Introductions, Moira Hinderer and Kim Gallon
- Sheridan Library Introduction - G. Sayeed Choudury
  - Introduction and the significance of the *AFRO* Newspaper - John Oliver
- ❖ Round table self-introductions, brief reference to each participant's scholarly and professional backgrounds and their relevance to the project

- ❖ Keynote Talk: “From Black Bibliography to the Black Digital: Can the Past Help us See the Future?” by James Danky

**11:00 -11:15** - Break

**11:15 – 12:00**

- ❖ The *Diaspora Pathways Archival Access Project*, Moira Hinderer
- ❖ Project Gado Presentation, Tom and Amy Smith

**12:15-2:00** - Lunch at the Center for Africana Studies

**2:15-3:15** - Presentation of digital newspaper and periodical projects (*Journalism's Voyage West Mining the Recorder, Louisville Leader Collection, Media History Exchange*. BPLP, BPRC)

**3:15-3:30** - Break

1. Black Press Archives presentations, John Gartrell, JaZette Marshburn, Kenvi Phillips
2. Review of Digital Tools Options, Mark Cyzyk

**6:00 -8:00-** “Celebrating 187 Years of the Black Press” dinner at:

Engineers Club  
11 West Mount Vernon Place  
Baltimore, MD 21201  
410-539-6914

### **Saturday, October 11<sup>th</sup>**

7:30 – All participants will meet in the lobby to walk to the University Shuttle (four blocks from Home 2 Suites by Hilton)

7:45 am - The University shuttle will pick up all travelers at the shuttle stop four blocks from the Home 2 Suites by Hilton, and drop off all travelers at the Milton S. Eisenhower Library for a short walk to CAS.

8:30 – Center for Africana Studies (Hollis Robbins, CAS Director, Chair, Peabody)



9:15 – Workshop participants will walk over to Milton S. Eisenhower Library. Brody Learning Commons 2030 and 2040 for workshop –

9:30am-12:00 noon:

1. Mapping Texts presentation, Andrew Torget, University of North Texas
2. Roundtable discussion to identify the highest need areas – in terms of audience and materials that are particularly significant, Kim Gallon
3. Roundtable discussion about what historical/scholarly questions should guide the project, Moira Hinderer

12:15 pm – 2:00 - Lunch at the Center for Africana Studies

2:15-3:15

4. Small group sessions- Identify project resource requirements (staffing, coordination of evaluation and selection process, extent of the project in terms of items digitized and degree of interpretive content, conditions and workflow for digital imaging and platform development). Define institutional contributions, and the nature and extent of collaboration, participating institutional faculty and external contributors.

3:15 - Short Break of 10-15 minutes

3:30-5:00

5. Define specific action steps for implementation through small group reports
6. Closing Remarks

# The African American Experience and the Archive

Black Press Research Collective  
October 10-11, 2014

# MSA - Beneath the Underground Railroad

- National Park Service and Department of Ed. funded project; 2001-present
- 300,000 names across documents within the MSA, including: newspapers, slave dockets, jail records, census records
- Exploring runaway slaves and the Antebellum world in MD
- Lessons in the importance of metadata, organization, and cross departmental development of research tools



# Afro-American Newspapers

- Extensive coverage of both local and national African American communities
- Moving beyond the page - the black press as an institution
- Balancing the private archive vs. public research needs





# Duke - Franklin Research Center

- The evolving expectation on the archive - immediate processing and access and digital collections
- Description of the digital object as important as description of the physical object - requires cross department communication and strategy (curator, processor, digital team and scholar communications/copyright)
- Tools of the digital humanities

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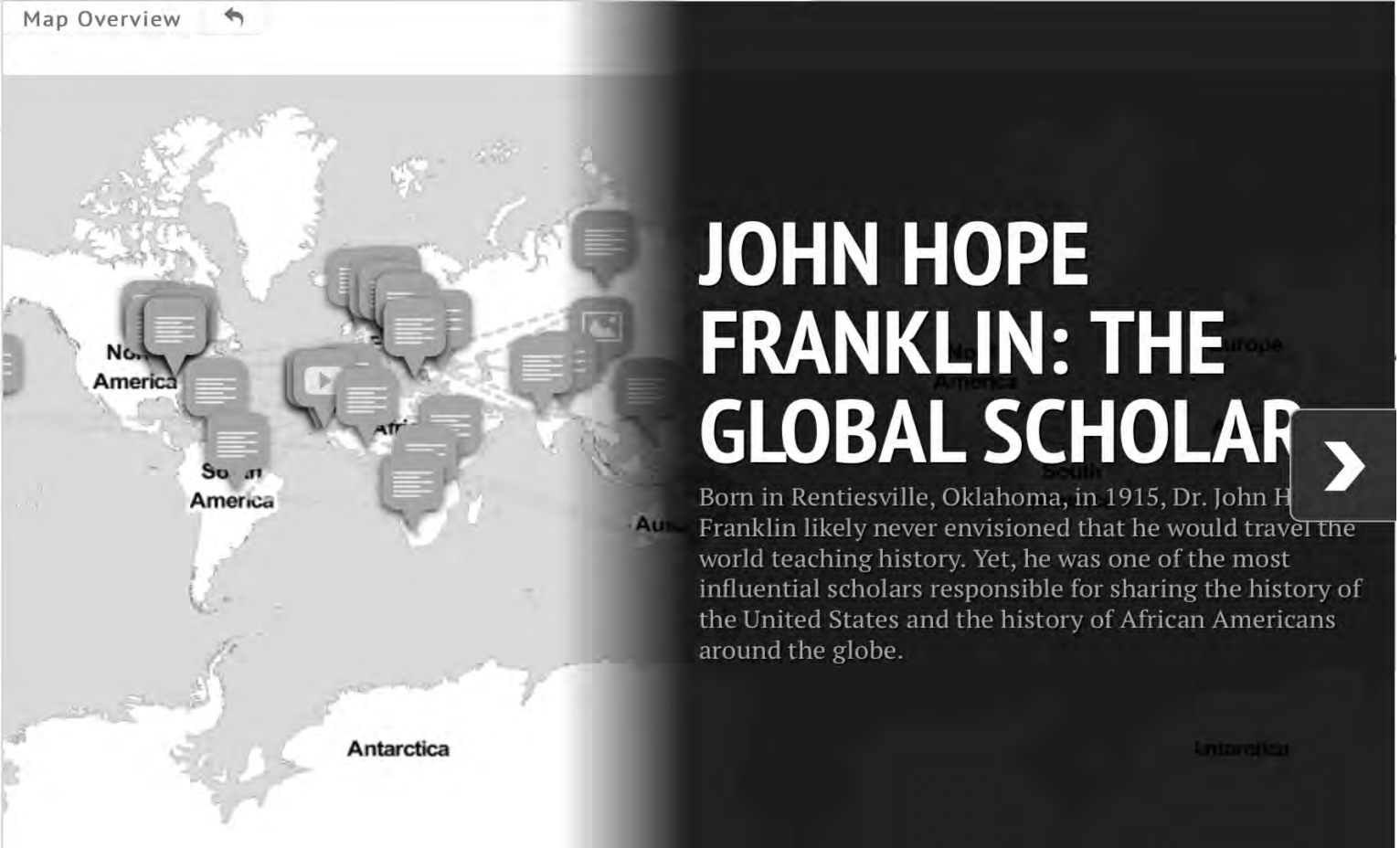
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3 1943-1947 - D...

4 1947-1956 - ...

5 1951 - salzbu...

Map Overview ↶



**JOHN HOPE FRANKLIN: THE GLOBAL SCHOLAR**

Born in Rentiesville, Oklahoma, in 1915, Dr. John H Franklin likely never envisioned that he would travel the world teaching history. Yet, he was one of the most influential scholars responsible for sharing the history of the United States and the history of African Americans around the globe.



# Thank You!

John B. Gartrell, Franklin Research Center,  
Duke University



# **Journalism's Voyage West: Visualizing the Growth of U.S. Newspapers**

Geoff McGhee, Bill Lane Center for the American West, Stanford University

Presented to Visualizing the History of the Black Press in the United States

Johns Hopkins University

October 10, 2014

# Research Center at Stanford University



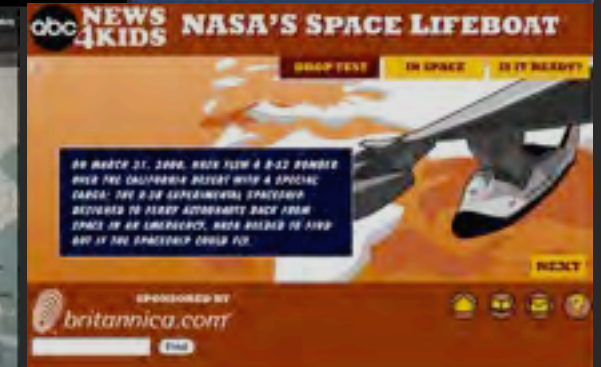
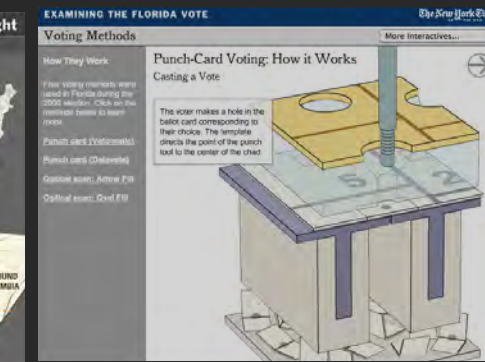
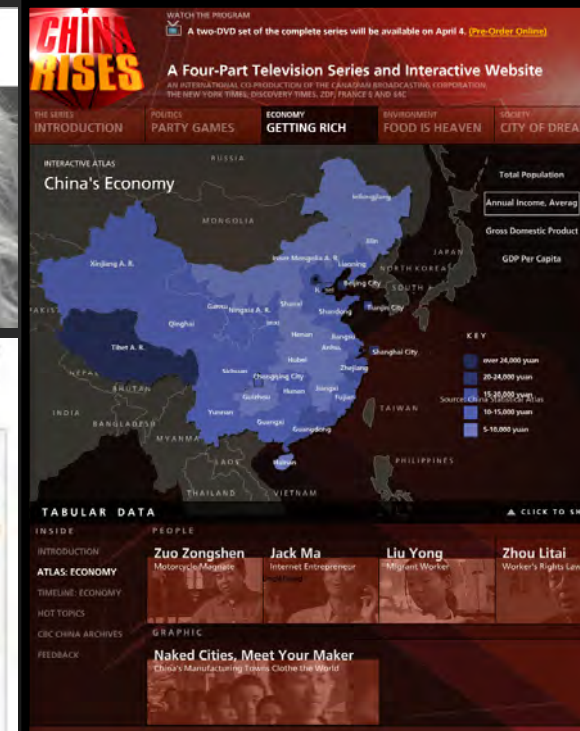
- Environment and Resources
- Economy and Public Policy
- History and Culture of the West
- **Data visualization and multimedia  
for scholarship, outreach, journalism**



# Interactive Media Background



ABC News, 1999-2000  
The New York Times, 2000-2008  
Le Monde 2008-2009





# Knight Journalism Fellowship at Stanford

## 2009-10

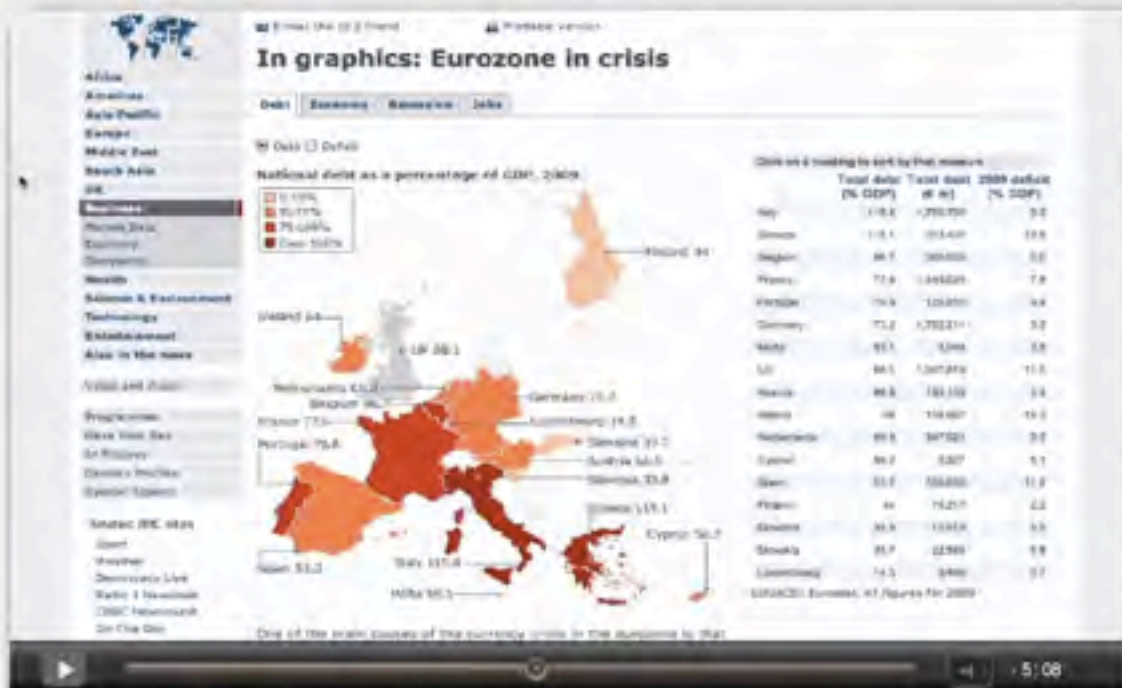


- Research on data visualization techniques
- Statistics and data science
- Geographic information systems

# Documentary on Data Visualization and Journalism

## Journalism in the Age of Data

A video report on data visualization as a storytelling medium  
Produced during a 2009-2010 Knight Journalism Fellowship  
Total Running Time: 54 Minutes with related information and links



### CHAPTERS

I. Introduction

II. Data Vis in Journalism

III. Telling "Data Stories"

IV. A New Era in Infographics

V. Life as a Data Stream

VI. Exploring Data

VII. Technologies and Tools

VIII. First Steps

### RELATED INFORMATION FOR THIS CHAPTER

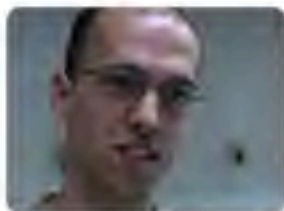
Jeffrey Heer

Steve Duenes

Amanda Cox

J. Paige West

Scott Byrne-Fraser



Scott Byrne-Fraser  
Creative Director/Team Leader  
BBCNews.com

### Scott Byrne-Fraser, BBC News

Byrne-Fraser is the Creative Director of the BBC News website. He manages a team of about eight designers, eight journalists and four developers who create maps, infographics, charts and data visualizations. He comes from a background producing 3D and motion graphics for broadcast news at Sky Television. He wants to foster collaboration between the traditionally separate on-air and online graphics teams at the BBC: "We've got a huge TV design team, a huge online design team, and they're currently totally separate silos, and I want to bring the two together so we can do more videos online." He is also working to re-orient the group's focus towards more data analysis and visualization.

### RELATED LINKS

- [BBC News Special Reports](#)
- [Mapping UK's Teen Murder Toll](#)
- [Bank of England Interest Rates, 1694-2010](#)

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### DESCRIPTION

### KEY POINTS

Journalists are coping with the rising information flood by borrowing data visualization techniques from computer scientists, researchers and artists. Some newsrooms are already beginning to retool their staffs and systems to prepare for a future in which data becomes a medium. But how do we communicate with data, how can traditional narratives be fused with sophisticated, interactive information displays?

### ABOUT ME

### ACKNOWLEDGEMENTS

GEOFF MCGHEE is an online journalist specializing in multimedia and information graphics. Over the past decade he has worked at The New York Times and ABCNews.com, and in France at Le Monde Interactif. In 2009-2010, he spent a John S. Knight Journalism Fellowship at Stanford University studying data visualization. In July 2010, McGhee began a new job developing visualizations and interactive content for the Bill Lane Center for the American West at Stanford.



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datajournalism.stanford.edu

Looking for Collaborators





Visualization

Essay

Data

References

Discussion

## NAVIGATE

Home

Visualizations and Essays

- The Contraction and Expansion of the Rural West

Coming Soon: Rural Health in the West

Coming Soon: Newspapers in the Rural West

Coming Soon: Conservation in the Rural West

## ***The Rural West: Jovial No More?***

Author: [Michael De Alessi](#) Date: April 26, 2010

*A jovial farmer boy I'll be  
As free as birds that sing,  
And carry forth my songs of glee,  
Among the flowers of Spring.  
No place for me - the crowded town,  
With pavements hard and dry,  
With lengthened streets of dusty brown,  
And gloomy houses high.*

...

*I go and come a farmer boy,  
From city trammels free.*

## The Rural West Initiative: "Visualizing the Rural West"



Jon Christensen



Michael DeAlessi



Krissy Clark



Daniel Chang

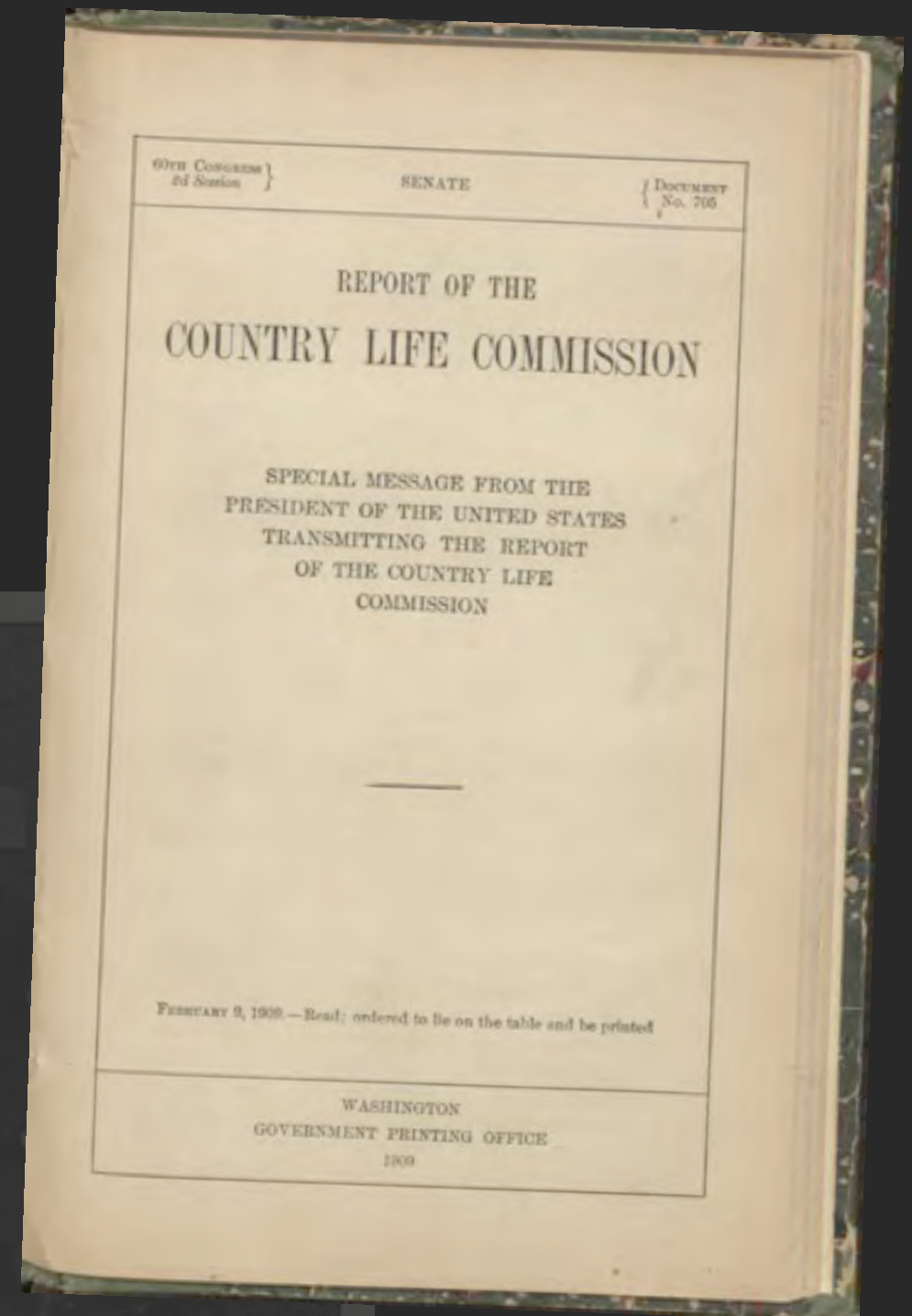


Yuankai Ge



# 100 Years Later: Theodore Roosevelt, Liberty Hyde Bailey and the 1909 *Report of the Country Life Commission*

What is the State of Rural America?  
Blue-ribbon panel studied the state of  
employment and labor, public health,  
education, transportation and  
infrastructure, soil health, water use and  
natural resource protection  
**Where do matters stand in 2009?**



THE COUNTRY LIFE COMMISSION AND PARTY WHICH VISITED ITHACA ON DECEMBER 16, 1908. THE FIVE MEMBERS OF THE COMMISSION PRESENT OCCUPY THE CENTER OF THE LOWER ROW.



# ARIZONA



# MINER.

VOL. IV.

PRESCOTT, SATURDAY, DECEMBER 28, 1867.

NO 36.

## Arizona Miner,

A Democratic Newspaper, devoted to the inculcation of Constitutional Principles of Government, and the advancement of the interests of every section of Arizona.

PUBLISHED SATURDAY MORNINGS,  
—AT—  
PRESCOTT, A. T.

### TERMS OF SUBSCRIPTION:

One copy, one year, \$7.00 One copy, six months, \$4.00. One copy, three months, \$2.50.

### ADVERTISING RATES:

Half square, one time, \$2.00; each additional time, \$1.50.  
One square, one time, \$3.00; each additional time, \$2.00.  
Each additional half square and square, same rate.

Advertisements measuring over one-half square will be counted and charged one square.  
A liberal discount will be made to persons continuing the same advertisement for three, six, or twelve months.

Professional or business cards inserted upon reasonable terms.

Legal Tender Notes taken at par in payment for subscription, advertising and job work.

Terms, Invariably in advance.

JOHN H. MARION, BENJ. H. WEAVER,  
Publishers and Proprietors.

## YAVAPAI COUNTY DIRECTORY.

District Judge,.....Wm. F. TURNER.  
Probate Judge,.....HERBERT BOWEN.  
District Attorney,.....ROBERT F. PLATT.  
Sheriff,.....A. J. MOORE.  
County Recorder,.....JOHN P. BOURKE.  
County Treasurer,.....WILLIAM COY.  
Clerk of District Court,.....E. W. WELLS, JR.

### TERMS OF COURTS:

District Court—First Monday in May, and Third Monday in October.  
Probate Court—First Mondays in January, April, July and October.

### BOARD OF SUPERVISORS:

Gideon Cornell, John G. Campbell, E. H. Wunderlich.  
Board meets on the First Monday in January, April, July and October, at Prescott.

### JUSTICES OF THE PEACE:

Samuel E. Blair, George W. Barnard.

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Secretary,.....James P. T. Carter.  
Assistant Secretary,.....Henry W. Flory.

## Prescott Advertisements.

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Governor R. C. McCormick and Suite en route for Tucson!!

### Prescott Survives the Exodus!!!

### D. HENDERSON & CO.,

STILL AT PRESCOTT,

### Selling at Ruinous Prices.

GRAND OPENING OF WINTER STOCK, ON  
MONDAY, DECEMBER 3.

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Blankets, Fancy Goods,  
Yankee Notions, Boots and Shoes,  
Hosiery, Confectionery,  
Stationery, Nuts,  
Figs, Raisins,  
Meerschaum and Patent Pipes,  
Chewing and Smoking Tobacco,  
Havana Cigars, Novels,  
Playing Cards, Colt's Pistols,  
Henry and Spencer Rifle Cartridges,  
Wire Cartridges.

We have also received a large and choice supply of  
**Groceries, Can Fruits, etc.**

We would also call the attention of the Ladies to our elegant assortment of

### DRY GOODS,

Consisting of  
Poplin, Cashimere,  
Merino, and Foleland Winter Dress  
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Turkish and Hockabeck Towels,  
Crash, Balmoral and Damask Table Covers,  
Insertings, Edgings,  
Elastics, Corsets,  
Crape, Ribbons,

## Prescott Advertisements.

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BOOTS and SHOES,  
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Are prepared to furnish the people all kinds of

### Merchandise, for Cash,

At reasonable rates, at the

### ADOBE STORE,

Corner of Granite and Gurley streets, PRESCOTT,  
Arizona. nov24f

### GRAY & CO.,

WHOLESALE AND RETAIL MERCHANTS,

At La Paz, Wickenburg and Prescott,

DEALERS IN

Groceries, Provisions, Clothing, etc.

Wish to call attention to the large assortment of

### Hardware,

Now on hand at their Store in Prescott. nov24f

### Quartz Mountain Saw Mill.

The attention of the public is called to the fact that we have renewed facilities for the manufacture

## Prescott Advertisements.

### NEW GOODS!

### WORMSER & CO,

Southwest corner of the Plaza, Prescott,  
Arizona.

CALL THE ATTENTION OF THE PUBLIC to their new and

### Large Assortment of Goods.

Consisting of

### CLOTHING,

DRY GOODS, BOOTS, SHOES,

### LIQUORS,

And a general assortment of the choicest

### GROCERIES.

Which will be sold at the lowest rates, for cash.

WORMSER & CO.

Prescott, September 17, 1867.

### JAMES GRANT,

Montezuma street,.....Corner of Carlton,  
Prescott, Arizona.

HAS JUST RECEIVED, FROM CALIFORNIA, and is selling for cash, a large and valuable addition to his stock of goods, including

FLOUR,  
BACON,  
LARD,  
PICKLES,  
CRACKERS,  
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COFFEE,  
TEA,  
SUGAR,  
DRIED FRUIT.

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### BOOK AGENTS WANTED

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### Illustrated Bible Dictionary.

(Complete in One Volume.)

THIS DICTIONARY EMBODIES THE result of the most recent study, research, and investigation of about sixty-five of the most eminent and advanced Biblical scholars now living. Clergymen of all denominations approve it, and regard it as the best work of its kind in the English language, and one which ought to be in the hands of every Bible reader in the land.

In circulating this work, agents will find a pleasant and profitable employment. The numerous objections which are usually encountered in selling ordinary works will not exist with this.

But on the contrary, encouragement and friendly aid will attend the agent, making his labors agreeable, useful and lucrative.

Ladies, retired clergymen, school teachers, farmers, students, and all others who possess energy, are wanted to assist in canvassing every town and county on the Pacific coast, to whom the most liberal inducements will be offered. For particulars apply to or address

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IN THE TERRITORY



# Probabilistic Topic Decomposition of an Eighteenth-Century American Newspaper

David J. Newman

Department of Computer Science, University of California, Irvine, CA 92697-3100. E-mail: [newman@uci.edu](mailto:newman@uci.edu)

Sharon Block

Department of History, University of California, Irvine, CA 92697-3275. E-mail: [sblock@uci.edu](mailto:sblock@uci.edu)

**We use a probabilistic mixture decomposition method to determine topics in the *Pennsylvania Gazette*, a major colonial U.S. newspaper from 1728–1800. We assess the value of several topic decomposition techniques for historical research and compare the accuracy and efficacy of various methods. After determining the topics covered by the 80,000 articles and advertisements in the entire 18th century run of the *Gazette*, we calculate how the prevalence of those topics changed over time, and give historically relevant examples of our findings. This approach reveals important information about the content of this colonial newspaper, and suggests the value of such approaches to a more complete understanding of early American print culture and society.**

## Introduction

With the explosion of the number of pages in the World Wide Web, there is an ever-increasing need for efficient ways to characterize, classify, and index documents. This need has driven recent research in information retrieval and indexing techniques, and made automatic indexing of text documents an essential tool. Such techniques can provide an increasingly important means of identifying and analyzing historical sources, particularly as many sources for historical research are being digitized into full-text documents.

The basis for most information retrieval techniques is the vector space model for text data (Salton & McGill, 1983). In this model, each document in a corpus is represented by a term-frequency vector whose elements are the number of occurrences of each word in the vocabulary. Collectively, the set of these term-frequency vectors forms the document–word matrix representation of the corpus. All the methods we consider have this document–word matrix representation as the starting point. The classic information retrieval method, *tf-idf* (term-frequency inverse-document-frequency), is used in many search engines today. Despite *tf-idf*'s popularity, it does not handle synonymy and polysemy. Deerwester, Dumais, Furnas, Landauer, and Harshman (1990) devised Latent Semantic Analysis (LSA) to address this deficiency. Their method for detecting relevant documents based on words in queries improved upon simple word matching. Their association of words with documents (what they called *semantic structure*) moves us closer to the notion of *topics*. For example, LSA allows one to compute whether two documents are topically similar, even if the two documents do not have any words in common.

There has been a huge increase in the number of historical primary sources available online.<sup>1</sup> Yet there has been little research in how to best use this information.



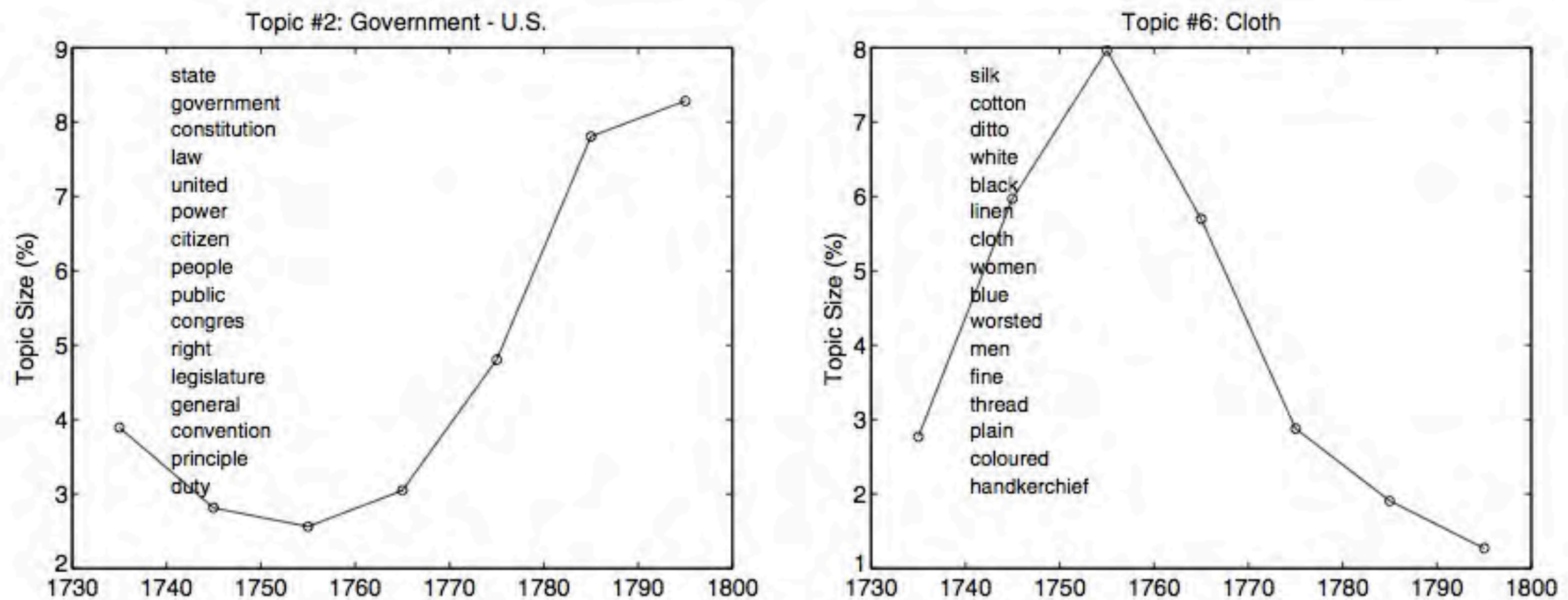


FIG. 6. Trends in the topics of GOVT'-U.S. (left) and CLOTH (right) over the century.

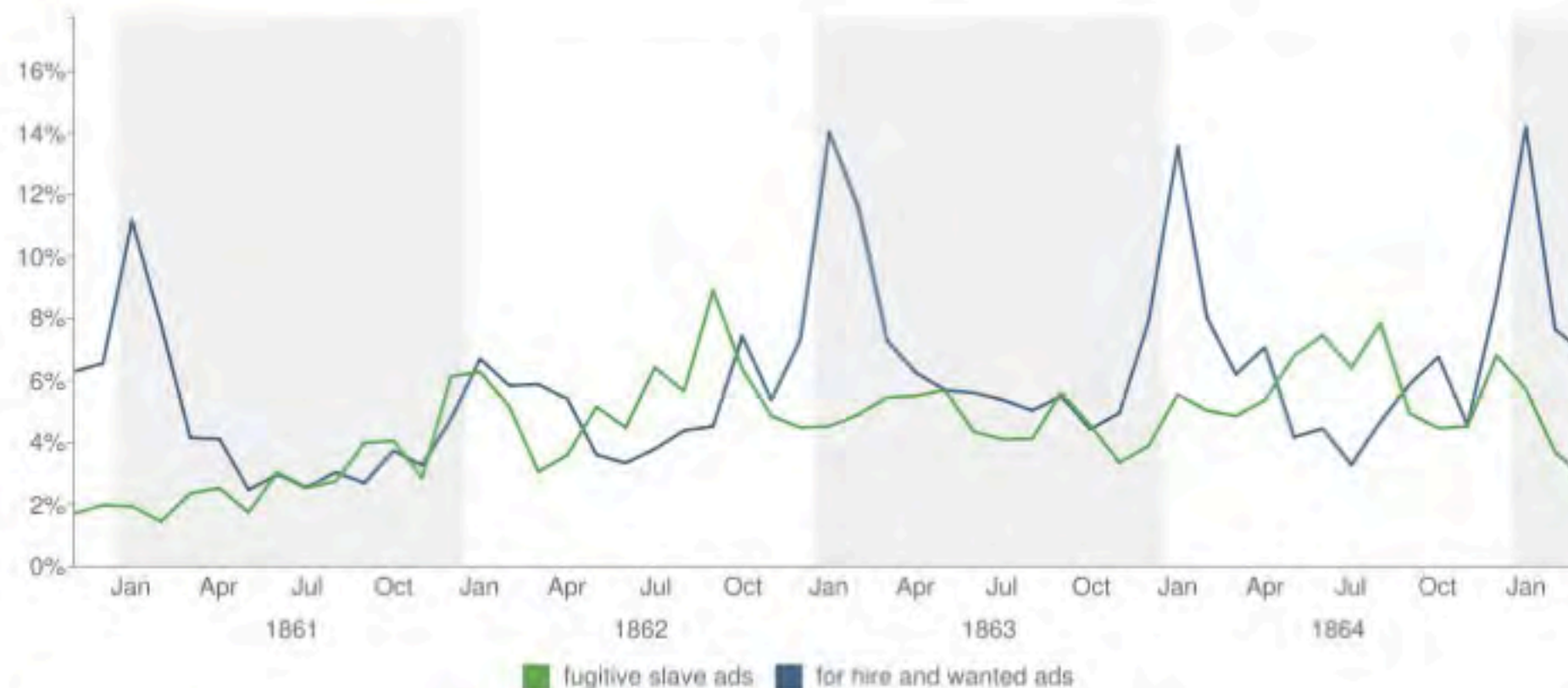
This consistency indicates that this topic is already relatively coherent, and likelihood increases are instead found in other topics.

### Topic Trends

For a historian, identifying topics, rather than single keywords, in a large corpus such as the *Gazette* is an extraordinary accomplishment. But it is even more useful when the topic trends are charted over time. Griffiths and Steyvers (2004) demonstrated how to use probabilities (in their case, produced by the LDA probabilistic mixture model) to analyze the temporal dynamics of the topics. After computing topics, a simple analysis indicates that the prevalence of a particular topic in any given year is proportional to the number of words generated by that topic in the aspect model in the Compar

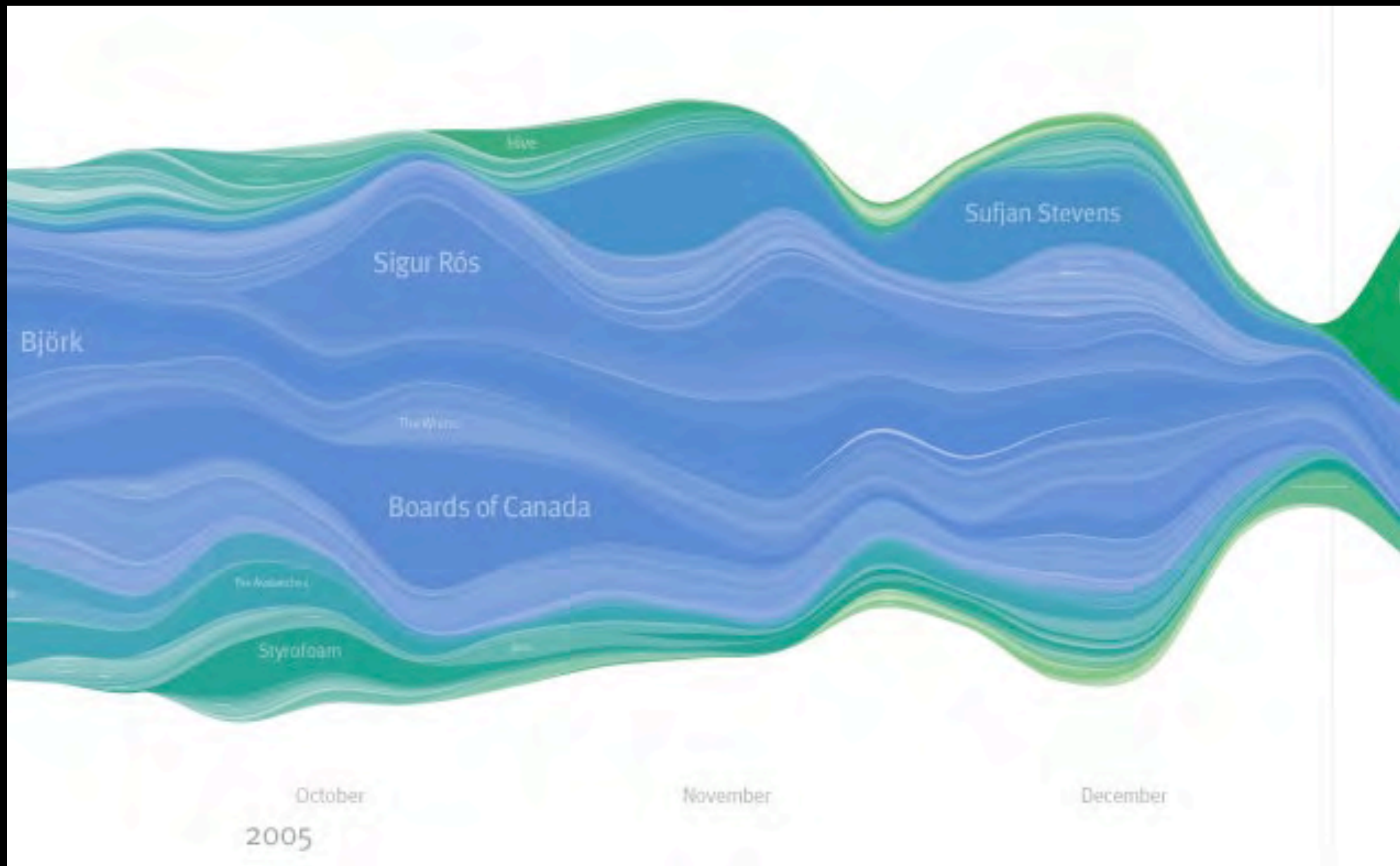
We see a variety of decadal trends for individual topics. Some, such as topic #2 (Figure 6), about the United States government, follow obvious trends in political history: discussion of a national government near-triples from the pre-Revolutionary (1760s) to the Early National (1790s) period. Topic #6, CLOTH, first shows an increase as luxury goods became more readily available and the *Gazette* increasingly advertised for imported fabrics. However, a marked decline from the 1760s on, likely relates to the colonists' growing emphasis on homespun fabrics as part of their boycott of British goods during the years leading up to Independence. The trends in CLOTH also suggest the changing place of advertisements in the *Gazette*, as it became a more expressly political newspaper in the Revolutionary era (Clark &





"Mining the Dispatch," seeks to explore—and encourage exploration of—the dramatic and often traumatic changes as well as the sometimes surprising continuities in the social and political life of Civil War Richmond. It uses as its evidence nearly the full run of the *Richmond Daily Dispatch* from the eve of Lincoln's election in November 1860 to the evacuation of the city in April 1865. It uses as its principle methodology topic modeling, a computational, probabilistic technique to uncover categories and discover patterns in and among texts. On this site you'll be able to view and generate graphs and charts that reveal some of the changing patterns in the topics that dominated the news during the Civil War in the capital of the Confederacy's newspaper of record.

# Ebb and Flow of Topics Over Time?





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	A	B	C	D	E	F	G	H
	Online Newspaper Archives							
	name	url	access privileges	api?	description	no. papers	dates	status
3	Readex: America's Historical Newspapers	<a href="http://www.readex.com/readex/index.cfm?content=96">http://www.readex.com/readex/index.cfm?content=96</a>	open		American newspapers, (including African American and Hispanic American). Varying dates...	~2000	1756-1922	
4	Library of Congress	<a href="http://chroniclingamerica.loc.gov/">http://chroniclingamerica.loc.gov/</a>	open	opensearch	This site allows you to search and view newspaper pages from 1880-1922 and find information about American newspapers published between 1690-present.	139582	1880-1922	Ben Stone to ask re: getting list of newspapers and dates in spreadsheet? Data mining possibilities of Dec. 6
5	Lexis-Nexis	<a href="http://www.lexisnexis.com/us/lnacademic/">http://www.lexisnexis.com/us/lnacademic/</a>	open inside SU firewall	?	Provides access to various databases, including current news, business information, company directories, federal and state laws, regulations, legal cases, medical and references		1922- present?	Need to go to campus to evaluate
6	Proquest	<a href="http://proquest.umi.com">proquest.umi.com</a>			Lotsa periodicals. Not too much in the way of Western news...	LA Times (1881-1986), SF Chron (1865-1922)		
7	NewspaperArchive.com	<a href="http://newspaperarchive.com/BrowseLocation">http://newspaperarchive.com/BrowseLocation</a>	pay- \$20/mo, \$180/year	prob not	NewspaperARCHIVE.com is the world's largest online newspaper archive. Featuring billions of articles from historical newspapers around the U.S. and the world, NewspaperARCHIVE makes exploring history and genealogy easy and fun. All of our historical newspapers are full-page and fully searchable - try exploring above and discover your history today!	1700 or so papers in the west; Iowa is curiously well represented		Ben Stone contacted re access Dec.
8	Google News Archive	<a href="http://www.google.com/archivesearch/advanced">http://www.google.com/archivesearch/advanced</a>			News archive search provides an easy way to search and explore historical archives. In addition to helping you search, News archive search can automatically create timelines which show selected results from relevant time	<a href="http://www.google.com/archivesearch/advanced">http://www.google.com/archivesearch/advanced</a>		

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Meta-Analysis of Newspapers  
When and Where?



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AMERICAN

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ACCURATE LISTS OF ALL THE NEWSPAPERS AND PERIODICALS  
PUBLISHED IN THE UNITED STATES, TERRITORIES AND  
THE DOMINION OF CANADA, TOGETHER WITH A  
DESCRIPTION OF THE TOWNS AND CITIES IN  
WHICH THEY ARE PUBLISHED.

NEW YORK:

GEO. P. ROWELL & CO., PUBLISHERS.

1880.

Geo. P. Rowell and Co.'s American  
newspaper directory

## ALABAMA.

Four pages; (size 24x36); subscription \$7; established 1870; William H. Montgomery, editor and publisher; circulation 8,000.

**CLAYTON, C. H.,** Barber Co., 1,000 pop., near centre of county; 30 m. W. of Ecstasy and 25 m. E. of Montgomery; at junction of V. & A. Rd.

**COURIER,** Saturdays; four pages; size 24x36; subscription \$7; established 1870; John A. Foster, editor; Edgar E. Quinn, publisher; circulation 8,000.

**COLLINSVILLE, DeKolt Co.,** Saturdays; eight pages; size 24x36; subscription \$7; established 1870; J. T. Hearn, editor; J. T. Hearn & Co., publishers; circulation 8,000.

**COLUMBIA, Henry Co.,** ENTERPRISE, Saturdays; democratic; four pages; size 24x36; subscription \$7; established 1870; J. R. Gardner, editor and publisher.

**COLUMBIANA, C. H.,** Shelby Co., 1,000 pop., on Selma, Home & Dallas Rd., 75 m. from Selma.

**SHELBY SENTINEL,** Thursdays; democratic; four pages; size 24x36; subscription \$7; established 1870; S. A. Graham, editor (Trotter & Wagon, publishers); circulation 8,000.

**COURTLAND, Lawrence Co.,** 300 pop., in cotton-growing section; fine stream flowing and other mills; grape culture and wine production in the county. (in Memphis & Charleston Rd.)

**FRIEND OF THE LABORER,** Thursdays; four pages; size 24x36; subscription \$7; established 1870; F. P. McBride, editor and publisher; circulation 8,000.

**CULLMAN, C. H.,** Cullman Co., 1,000 pop., on South & North Ala. Rd.; district engaged in fruit and grape culture, agricultural pursuits and manufacturing.

**ALABAMA TRIBUNE,** Thursdays; democratic; eight pages; size 24x36; subscription \$7; established 1870; J. D. Davis, editor; E. & J. Davis, publishers; circulation 8,000. The only democratic paper and best newspaper of Alabama Co.

**SOUTHERN IMMIGRANT,** Fridays; republican; four pages; size 24x36; subscription \$7; established 1870; Barker & Johnson, editors and publishers; circulation 8,000.

**DADEVILLE, C. H.,** Tallapoosa Co., 1,000 pop., on the Savannah and Memphis Rd., 30 m. from Opelika and 25 m. E. of Montgomery.

**TALLAPOOSA DEMOCRAT,** Thursdays; democratic; four pages; size 24x36; subscription \$7; established 1870; Walter & Lowry, editors and publishers; circulation 8,000.

**TALLAPOOSA GAZETTE,** Fridays; independent; four pages; size 24x36; subscription \$7; established 1870; John W. Young, editor; Gazette Publishing Co., publishers; circulation 8,000.

**DECATUR, C. H.,** Morgan Co., 2,000 pop., on Tennessee r. and at junction of Memphis & Charleston and C. & O. & S. Rd., 35 m. E. of Tusculum and 25 m. of Nashville.

**NEWS,** Saturdays; democratic; four pages; size 24x36; subscription \$7; established 1870; Irvine & Howell, editors and publishers; circulation 8,000.

**DEMOPOLIS, Marengo Co.,** 1,500 pop., on the Tombigbee r. and Alabama Central Rd., 25 m. W. of Selma. Surrounded by a cotton-growing district; principal shipping point in the county.

**MARENGO NEWS-JOURNAL,** Thursdays; democratic; four pages; size 24x36; subscription \$7; established 1870; M. C. Barker, editor and publisher; circulation 8,000.

**EUFALA, Barber Co.,** 4,000 pop., on Chattahoochee r., at junction of Montgomery & Ecstasy with Southwestern Rd. & cotton-shipping point, 12 m. from Macon, Ga., and 80 from Montgomery.

**TIMES AND NEWS,** Tri-weekly; Mondays, Wednesdays and Fridays; and WEEKLY, Wednesdays; democratic; four pages; size 24x36; subscription \$7; established 1870; Chester E. Morris, editor; Ecstasy Publishing Co., publishers; circulation 8,000.

**EUTAW, C. H.,** Greene Co., 1,500 pop., on the Alabama Great Southern Rd., 30 m. from Tusculum and 30 W. from Selma; in a cotton-growing district.

**MINOR,** Tuesdays; democratic; four pages; size 24x36; subscription \$7; established 1870; W. T. Cullman, editor and publisher; circulation 8,000.

**WING AND OBSERVER,** Thursdays; democratic; four pages; size 24x36; subscription \$7; established 1870; W. G. Moore, editor and publisher; circulation 8,000. Only established paper in the county. Good advertising medium.

**EVERGREEN, C. H.,** Crenshaw Co., 1,500 pop., on Mobile & Montgomery Rd., 32 m. from Montgomery and 25 from Mobile.

**CONCERN STAR,** Thursdays; four pages; size 24x36; subscription \$7; established 1870; F. A. Moore, editor and publisher; circulation 8,000.

**NEWS,** Saturdays; four pages; size 24x36; subscription \$7; established 1870; C. S. James, editor and publisher; circulation 8,000.

**FAYETTE, C. H.,** Fayette Co., 400 pop., near Selma r., 10 m. S. W. of Montgomery, and 30 m. E. of Columbus, Miss.

**GAZETTE,** Tuesdays; four pages; size 24x36; subscription \$7; established 1870; J. S. Barker, editor and publisher; circulation 8,000.

## ALABAMA.

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**EUFALA, Barber Co.,** 4,000 pop., on Chattahoochee r., at junction of Montgomery & Ecstasy with Southwestern Rd. & cotton-shipping point, 12 m. from Macon, Ga., and 80 from Montgomery.

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**EVERGREEN, C. H.,** Crenshaw Co., 1,500 pop., on Mobile & Montgomery Rd., 32 m. from Montgomery and 25 from Mobile.

**CONCERN STAR,** Thursdays; four pages; size 24x36; subscription \$7; established 1870; F. A. Moore, editor and publisher; circulation 8,000.

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**FAYETTE, C. H.,** Fayette Co., 400 pop., near Selma r., 10 m. S. W. of Montgomery, and 30 m. E. of Columbus, Miss.

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## ALABAMA.

Four pages; (size 24x36); subscription \$7; established 1870; William H. Montgomery, editor and publisher; circulation 8,000.

**CLAYTON, C. H.,** Barber Co., 1,000 pop., near centre of county; 30 m. W. of Ecstasy and 25 m. E. of Montgomery; at junction of V. & A. Rd.

**COURIER,** Saturdays; four pages; size 24x36; subscription \$7; established 1870; John A. Foster, editor; Edgar E. Quinn, publisher; circulation 8,000.

**COLLINSVILLE, DeKolt Co.,** Saturdays; eight pages; size 24x36; subscription \$7; established 1870; J. T. Hearn, editor; J. T. Hearn & Co., publishers; circulation 8,000.

**COLUMBIA, Henry Co.,** ENTERPRISE, Saturdays; democratic; four pages; size 24x36; subscription \$7; established 1870; J. R. Gardner, editor and publisher.

**COLUMBIANA, C. H.,** Shelby Co., 1,000 pop., on Selma, Home & Dallas Rd., 75 m. from Selma.

**SHELBY SENTINEL,** Thursdays; democratic; four pages; size 24x36; subscription \$7; established 1870; S. A. Graham, editor (Trotter & Wagon, publishers); circulation 8,000.

**COURTLAND, Lawrence Co.,** 300 pop., in cotton-growing section; fine stream flowing and other mills; grape culture and wine production in the county. (in Memphis & Charleston Rd.)

**FRIEND OF THE LABORER,** Thursdays; four pages; size 24x36; subscription \$7; established 1870; F. P. McBride, editor and publisher; circulation 8,000.

**CULLMAN, C. H.,** Cullman Co., 1,000 pop., on South & North Ala. Rd.; district engaged in fruit and grape culture, agricultural pursuits and manufacturing.

**ALABAMA TRIBUNE,** Thursdays; democratic; eight pages; size 24x36; subscription \$7; established 1870; J. D. Davis, editor; E. & J. Davis, publishers; circulation 8,000. The only democratic paper and best newspaper of Alabama Co.

**SOUTHERN IMMIGRANT,** Fridays; republican; four pages; size 24x36; subscription \$7; established 1870; Barker & Johnson, editors and publishers; circulation 8,000.

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**CLIPPER,** Thursdays; democratic; four pages; size 24x36; subscription \$7; established 1870; J. S. Barker, editor and publisher; circulation 8,000.

**WALKER CO. TIMES,** Mondays; democratic; four pages; size 24x36; subscription \$7; established 1870; S. M. Walker, editor; L. B. Walker, publisher; circulation 8,000.

**LA FAYETTE, C. H.,** Chambers Co., 1,000 pop., on E. Alabama & Chattahoochee Rd., 75 m. from Opelika and 25 from Montgomery. Cotton market, and headquarters for supplies for surrounding country.

**CLIPPER,** Thursdays; democratic; four pages; size 24x36; subscription \$7; established 1870; J. S. Barker, editor and publisher; circulation 8,000.

## Population (Census 1900) & Number of Newspapers (1906).

RANK.	STATE AND TERRITORIES.	POPULATION.	NEWSPAPERS.
1	NEVADA.	42,335	42
2	ALASKA.	63,592	11
3	WYOMING.	92,531	38
4	ARIZONA.	122,931	15
5	IDAHO.	161,772	118
6	DELAWARE.	84,735	34
7	NEW MEXICO.	195,310	71
8	MONTANA.	243,329	115
9	UTAH.	276,749	39
10	DISTRICT OF COLUMBIA.	278,718	75
11	NORTH DAKOTA.	319,146	20
12	VERMONT.	243,641	71
13	INDIAN TERRITORY.	392,080	71
14	OKLAHOMA.	398,331	56
15	SOUTH DAKOTA.	401,570	30
16	NEW HAMPSHIRE.	411,588	90
17	OREGON.	413,536	140
18	RHODE ISLAND.	428,556	56
19	WASHINGTON.	518,103	230
20	FLORIDA.	528,542	171
21	COLORADO.	539,700	229
22	MAINE.	604,466	108
23	CONNECTICUT.	908,320	104
24	WEST VIRGINIA.	958,800	117
25	NEBRASKA.	1,066,300	65
26	MARYLAND.	1,168,054	218
27	ARKANSAS.	1,311,564	89
28	SOUTH CAROLINA.	1,340,316	102
29	LOUISIANA.	1,381,625	121
30	KANSAS.	1,470,495	167
31	CALIFORNIA.	1,485,053	280
32	MISSISSIPPI.	1,551,270	365
33	MINNESOTA.	1,751,394	166
34	ALABAMA.	1,828,697	226
35	VIRGINIA.	1,854,184	224
36	NEW JERSEY.	1,881,669	336
37	NORTH CAROLINA.	1,893,810	237
38	TENNESSEE.	2,020,616	330
39	WISCONSIN.	2,069,042	325
40	KENTUCKY.	2,147,174	312
41	GEORGIA.	2,216,331	394
42	IOWA.	2,231,883	1,094
43	MICHIGAN.	2,420,952	614
44	INDIANA.	2,516,462	831
45	MASSACHUSETTS.	2,805,146	810
46	TEXAS.	3,048,710	308
47	MISSOURI.	3,106,665	1,019
48	OHIO.	4,152,543	1,585
49	PENNSYLVANIA.	4,871,550	1,932
50	NEW YORK.	6,302,115	1,634
51	NEW YORK.	7,268,694	1,781



*Geo. P. Rowell and Co.'s American newspaper directory, 1880*

CLARK CO. DEMOCRAT: 1



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Keywords: 

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[Polak amerykański = American Pole. \(Buffalo, N.Y.\) 1907-1977](#)

Languages: Polish

[The champion newspaper. \(Decatur, GA\) 197?-current](#)

[Chungang ilbo = The Korea central daily. \(San Francisco, Calif.\) 197?-current](#)

Languages: English, Korean

[The voice of agriculture. \(St. Paul, MN\) 2000-current](#)

[Edgebrook-Sauganash times review. \(Glenview, Ill.\) 2000-current](#)

[The DeWitt County constitution. \(Clinton, Ill.\) 1997-current](#)

[Pioneer. \(Big Rapids, MI\) 2000-2001](#)

[The daily item. \(Lynn, MA\) 2000-current](#)

[Silicon Valley/San Jose business journal. \(San Jose \[Calif.\]\) ???-current](#)

[New Jersey Jewish news. \(Whippany, NJ\) 2000-current](#)

[Business journal. \(Hollywood, FL\) 1999-current](#)

[New England informer : New England's newest ethnic news magazine. \(Cambridge, MA\) 200?-current](#)

[Beverly Hills weekly. \(Beverly Hills, CA\) 1999-current](#)

[East Rochester post. \(East Rochester, N.Y.\) 2000-current](#)

[Hesperia star. \(Hesperia, Calif.\) 2000-current](#)

[The Finnish update. \(Lantana, FL\) 2000-200?](#)

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### Title:

The Waterford post. : (Waterford, Wis.) 1877-current

### Place of publication:

Waterford, Wis.

### Geographic coverage:

Waterford, Racine, Wisconsin

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### Publisher:

M.J. Chapman

### Dates of publication:

1877-current

### Description:

Began with v. 1, no. 1 on Nov. 21, 1877.

### Frequency:

Weekly

### Language:

English

### Subjects:

Racine County (Wis.)--Newspapers.

Waterford (Wis.)--Newspapers.

### Notes:

"The only newspaper in the world that cares about Waterford."

Available on microfilm from the State Historical Society of Wisconsin.

Description based on: Vol. 75, no. 7 (Jan. 2, 1952).

Publisher varies.

### LCCN:

00225501

### OCLC:

33338944

### Holdings:

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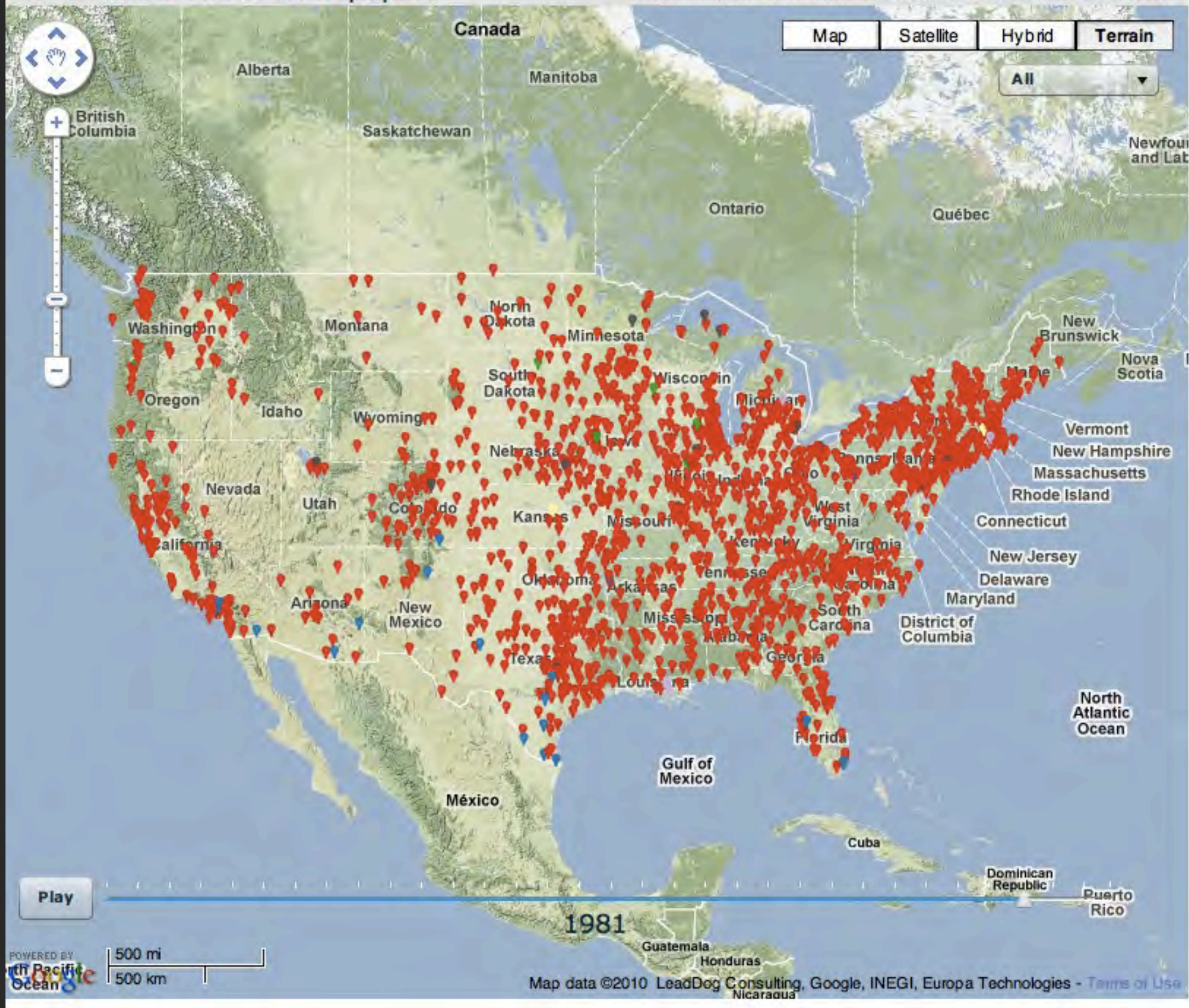


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Q1445		Description based on: Vol. 40, no. 14 (Sept. 15, 1915).														
loc directory.xls																
New Open Save Print Import Copy Paste Format Undo AutoSum Sort A-Z Sort Z-A Gallery Toolbox Zoom Help																
Verdana 10 B I U A % , 100%																
Sheets Charts SmartArt Graphics WordArt																
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	
1	icon	title	state	county	city	subject		start_year	end_year	frequency	language	type	alt_title	place_of_publication		
12022	sn93059281	Sangerfield intelligencer (Sangerfield, N.Y.)	New York	Oneida	Sangerfield			1830	1839	Weekly	English	title		Sangerfield, N. Joseph		
12023	sn93059388	Frontier reporter.	Louisiana	Natchitoches	Natchitoches	Natchitoches (La.)--Newspapers.		1830	1839	Weekly	English, French	title	Rapporteur des fr	Natchitoches, W.A. H		
12024	sn93063559	The Voice of the people and Albany Whig.	New York	Albany	Albany	Albany (N.Y.)--Newspapers.		1830	1839	Weekly	English	title		Albany, [N.Y.] J.B. Va		
12025	sn93063627	Times & advertiser.	New York	Saint Lawrence	Ogdensburg	Ogdensburg (N.Y.)--Newspapers.		1830	1840	Weekly	English	title		Ogdensburg, A. Tyler		
12026	sn93063763	The pantheon.	New York	Chautauque	Westfield	Chautauque County (N.Y.)--Newspapers.		1830	1830	Semimonthly	English	title		Westfield, N.Y. Albion		
12027	sn93063891	Orange herald, or, Farmer's and mechanic	New York	Orange	Slate Hill	Slate Hill (N.Y.)--Newspapers.		1830	1899	Weekly	English	title	Farmer's and mec	Slate-Hill, Ora John G		
12028	sn93063892	Republican sentinel: or, the farmer's prote	New York	Orange	Slate Hill	Slate Hill (N.Y.)--Newspapers.		1830	1899	Weekly	English	title	Republican sentin	Slate-Hill, Ora D. Yoku		
12029	sn93065628	Mobile chronicle.	Alabama	Mobile	Mobile			1830	1899	Daily	English	title		Mobile, Ala. Walter		
12030	sn93065632	Lowndes County observer and spirit of the	Alabama	Lowndes	Hayneville			1830	1999	Weekly	English	title	Lowndes County o	Hayneville, Alz E.W. Th		
12031	sn93065634	The South-Alabamian and, Lowndes Count	Alabama	Lowndes	Hayneville			1830	1840	Weekly	English	title	Lowndes County a	Hayneville, Lo E.W. Th		
12032	sn94051365	Schoharie free press.	New York	Schoharie	Schoharie	Schoharie (N.Y.)--Newspapers.		1830	1999		English	title	Free press	Schoharie, C. I. D. Mac		
12033	sn94053102	Advertiser.	Kentucky	Jefferson	Louisville	Jefferson County (Ky.)--Newspapers.		1830	1839	Triweekly	English	title		Louisville [Ky. S. Penn		
12034	sn94053153	Examiner.	South Carolina	Charleston	Charleston	Charleston (S.C.)--Newspapers.		1830	1899	Triweekly	English	title		Charleston, S. Theoph		
12035	sn94053264	The Natchez gazette.	Mississippi	Adams	Natchez	Natchez (Miss.)--Newspapers.		1830	1839		English	title		Natchez [Miss. Daniel		
12036	sn94053279	Religious intelligencer & New Haven journa	Connecticut	New Haven	New Haven	New Haven (Conn.)--Newspapers.		1830	1899		English	title	New Haven journa	New Haven, [C. Stephe		
12037	sn94055108	Southern advocate--extra.	Missouri	Cape Girardeau	Cape Girardeau	Cape Girardeau (Mo.)--Newspapers.		1830	1899		English	title		Cape Girardeau [s.n.]		
12038	sn94057599	Lewiston telegraph.	New York	Niagara	Lewiston	Lewiston (N.Y.)--Newspapers.		1830	1899	Weekly	English	title		Lewiston, Niag Samue		
12039	sn94057703	The constellation.	New York	Jefferson	Watertown	Jefferson County (N.Y.)--Newspapers.		1830	1839	Weekly	English	title		Watertown, Je Publish		
12040	sn94057748	Watertown register and genius of philanth	New York	Jefferson	Watertown	Jefferson County (N.Y.)--Newspapers.		1830	1830	Weekly	English	title	Genius of philanth	Watertown, Je Henry I		
12041	sn94058013	Journal of the times and recorder of the ge	Georgia	Baldwin	Milledgeville			1830	1999	Daily	English	title	Journal of the tim	Milledgeville, [M.D.]		
12042	sn94059412	The Reporter.	Virginia	Orange	Orange	Orange (Va.)--Newspapers.		1830	1831	Weekly	English	title		Orange Court R. B. St		
12043	sn95026897	Frontier reporter and Natchitoches & Claib	Louisiana	Claiborne		Claiborne Parish (La.)--Newspapers.		1830	1839	Weekly (publis	English, French	title	Echo des frontiere	Natchitoches, B.P. De		
12044	sn95026897	Frontier reporter and Natchitoches & Claib	Louisiana	Natchitoches	Natchitoches	Natchitoches (La.)--Newspapers.		1830	1839	Weekly (publis	English, French	title	Frontier reporter	Natchitoches, B.P. De		
12045	sn95026934	Advertiser.	Florida	Leon	Magnolia	Leon County (Fla.)--Newspapers.		1830	1899	Weekly	English	title		Magnolia, M. F [Steele		
12046	sn95061539	Elmira Republican and canal advertiser.	New York	Chemung	Elmira	Elmira (N.Y.)--Newspapers.		1830	1999	Weekly	English	title	Elmira Republican	Elmira, Tioga [C. Morg		
12047	sn95061539	Elmira Republican and canal advertiser.	New York	Tioga	Elmira			1830	1999	Weekly	English	title		Elmira, Tioga [C. Morg		
12048	sn95063993	Independent chronicle, and Boston daily e	Massachusetts	Suffolk	Boston	Boston (Mass.)--Newspapers.		1830	1839	Daily (except	English	title	Chronicle and refo	Boston [Mass. L.S. Ev		
12049	sn95067825	Intelligencer and free trade advocate.	Maine	Lincoln	Wiscasset	Wiscasset (Me.)--Newspapers.		1830	1899	Weekly	English	title		Wiscasset [Me A.C. Ta		
12050	sn95067858	Maine Thomsonian recorder, and family jo	Maine	Kennebec	Gardiner	Gardiner (Me.)--Newspapers.		1830	1999	Biweekly	English	title		Gardiner [Me. Benjam		
12051	sn95067983	Northern statesman.	Maine	Hancock	Ellsworth	Ellsworth (Me.)--Newspapers.		1830	1999	Weekly	English	title		Ellsworth, Me. Charles		
12052	sn95067993	The mirror.	Maine	Penobscot	Corinth	Corinth (Me. : Town)--Newspapers.		1830	1899	Monthly	English	title		Corinth [Me. s.n.]		
12053	sn95068800	United States literary advertiser and journa	Massachusetts	Suffolk	Boston			1830	1830	Weekly	English	title		Boston [Mass. S.H. Je		
12054	sn95071209	The Genesee Republican, and herald of ref	New York	Genesee	Le Roy	Genesee County (N.Y.)--Newspapers.		1830	1839	Weekly	English	title	Genesee Republic	Le Roy, N.Y. J.E. & F		
12055	sn95079049	The Country advertiser.	Virginia		Petersburg	Agriculture--Virginia--Newspapers.		1830	1899	Monthly	English	title		Petersburg, Vz [Edmur		
12056	sn95079486	Sentinel of the valley and Shenandoah anc	Virginia	Shenandoah	Woodstock	Page County (Va.)--Newspapers.		1830	1841	Weekly	English	title	Sentinel	Woodstock, Vz James		
12057	sn95079579	Conference journal.	Virginia		Richmond	Methodists--Virginia--Newspapers.		1830	1899	Weekly	English	title		Richmond, Va. W.A. S		
12058	sn96075052	Eastern Baptist.	Maine	Cumberland	Brunswick	Brunswick (Me.)--Newspapers.		1830	1899	Weekly	English	title		Brunswick, Me M'Lea		
12059	sn96075115	Maine temperance herald.	Maine	Kennebec	Augusta	Augusta (Me.)--Newspapers.		1830	1839	Monthly	English	title		Augusta, Me. Maine		
12060	sn96077427	Oakland chronicle.	Michigan	Oakland	Pontiac	Oakland County (Mich.)--Newspapers.		1830	1831	Weekly	English	title		Pontiac, M. T. Thoma		
12061	sn96091623	Millennial trumpeter.	Tennessee	Blount	Maryville	Blount County (Tenn.)--Newspapers.		1830	1839	Weekly	English	title	Trumpeter	Maryville, Tenn F.A. Pa		
12062	sn96094932	The New-York mirror.	New York	New York	New York	Art--Periodicals.		1830	1842	Weekly	English	title	New York mirror	New York [Georg		
12063	sn96096632	Methodist Christian sentinel.	Virginia		Richmond	Richmond (Va.)--Newspapers.		1830	1839	Weekly	English	title		Richmond, Va E. Drak		
12064	sn97062762	Bluehill beacon and Hancock County journa	Maine	Hancock	Blue Hill	Blue Hill (Me.)--Newspapers.		1830	1839	Weekly	English	title	Blue Hill beacon	Blue Hill, Me. Benjam		
12065	sn97064611	Edenton gazette and Albemarle intelligenci	North Carolina	Chowan	Edenton			1830	1899	Weekly	English	title	Albemarle intellige	Edenton, N.C. T.J. Bla		
12066	sn97065057	The western star and democratic mirror.	Tennessee	Bedford	Shelbyville	Bedford County (Tenn.)--Newspapers.		1830	1899	Weekly	English	title	Star and mirror	Shelbyville, Te James		
12067	sn98065003	Working-man's gazette.	Vermont	Windsor	Woodstock	Woodstock (Vt.)--Newspapers.		1830	1831	Weekly	English	title		Woodstock, Vt Nahum		
12068	sn98065044	Public advertiser.	Kentucky	Jefferson	Louisville	Jefferson County (Ky.)--Newspapers.		1830	1899	Triweekly	English	title		Louisville [Ky. S. Penn		
12069	sn98067612	The Pantheon, and ladies literary museum	New York	Chautauque	Westfield	Chautauque County (N.Y.)--Newspapers.		1830	1899	Semimonthly	English	title		Westfield, N.Y. Albion		
12070	sn98069835	Memphis gazette.	Tennessee	Shelby	Memphis	Memphis (Tenn.)--Newspapers.		1830	1899	Weekly	English	title		Memphis, Tenn Calve		



# The Rise and Fall of Newspapers

Visualizing the Rural West Bill Lane Center for the American West





<< [ben fry](#)



Hit the letter **z**, or click the word **zoom** to enable or disable zooming.  
Hold down **shift** while typing a number to replace the previous number  
(U.S. keyboards only).

## zipdecode

This project began a very short sketch (a few hours) that I created  
because I was curious about how the numbering works for postal codes  
in the states.

A detailed description of this project (and source code for an updated  
version) can be found in my book [Visualizing Data](#).

Last updated 28 September 2004... This version adds several features  
over the original, including zoom, some new colors (thanks to [Eugene Kuo](#)),  
and a better zip code database (because of all the people who  
emailed and were sad that they couldn't find themselves).







Visualization

Essay

Data

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Discussion

## The Growth of Newspapers Across the United States: 1690-2009

INTRODUCTION

CHRONOLOGY

GENRES

LANGUAGES

RURAL MEDIA

Roll over dates at right or press play



1690

1800

1900

2009

### 1960's

#### Rise of the Chains

The NEH aims to have every state and U.S. territory represented in *Chronicling America*. One organization within each state or territory will receive an award to collaborate with relevant state partners in this effort.

NDNP is supported by NEH's We the People program, which is designed to encourage and enhance the teaching, study, and understanding of American history, culture, and democratic principles.

#### Filter publications...

▼ By language



English



Spanish



Chinese



Japanese

Portuguese

German

Finnish

Norwegian

Key

+ Newspapers entering publication

o Newspapers in publication

+ Newspapers ceasing publication

■ Urbanized areas (2000)

■ Rural areas







Visualization

Essay

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CHRONOLOGY

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LANGUAGES

RURAL MEDIA

Roll over dates at right or press play



1690

1800

1900

2009

100 000 total US publications

0

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Portuguese

German

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Norwegian

Key

- Newspapers entering publication
- Newspapers in publication
- Newspapers ceasing publication
- Urbanized areas (2000)
- Rural areas

Luthersk ugeblad

Published:

1921-1960

• Blair, Nebraska



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## The Growth of Newspapers Across the U.S.: 1690-2011

1690 1774 1803 1833 1845 1850 1869 1890 1900 1910 1920 1945 1960 1980 2000

1690

# 1690's

## First Newspaper in the Colonies

0 listings

### Introduction

With American newspapers under stress from changing economics, technology and consumer behavior, it's easy to forget how ubiquitous and important they are in society. For this data visualization, we have taken the directory of US newspaper titles compiled by the Library of Congress' Chronicling America project – nearly 140,000 publications in all – and plotted them over time and space.

### Some Important Considerations

It would be fairer to call this a "database" visualization than an omniscient creator's-eye view of the growth of American newspapers. There are known (and surely unknown) omissions from this list, as well as duplicate entries, and entries that are similar and can appear duplicative.

### Process

The data originates from many state-level libraries and scholarly institutions that are actively collecting, scanning and cataloguing American newspapers. These records are sent to the Library of Congress for aggregation in the newspaper directory. In many cases, publication start and end dates are uncertain. Where possible, we have calculated minimum run dates of publications, based on dates within which copies have been catalogued.

### Improvement

At this time, we know of no simple process by which new publications could be submitted to the Library of Congress and approved for inclusion. For users interested in adding publications, we have set up an open Google form that can be filled out with suggestions – please include as much detail and links to supporting evidence as possible.

on September  
Occurrences  
Domestick" was  
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who denounced  
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thority." It  
efore the Boston  
ampbell would  
News-Letter,"  
ly published  
er in 1704.

### Legend

- 20+ publica
- 10-19 publi
- 2-9 publicat
- 1 publicatio

[VIEW THE MAP](#)

▼ Hide details (click listings to open newspaper info in a new window)

Initializing... Please wait while loading.

▼ By language

- ☒ All Languages
- ☐ English
- ☐ Spanish
- ☐ German
- ☐ Chinese
- ☐ Swedish
- ☐ Italian
- ☐ French
- ☐ Other

► By publication frequency





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### Legend

- 20+ publications in city
- 10-19 publications in city
- 2-9 publications in city
- 1 publication in city

▼ Hide details (click listings to open newspaper info in a new window)

Loading Complete

## 1790's The "Dark Ages" of Newspapers

140 listings

America's first daily newspaper, the *Philadelphia Evening Post*, began publication in 1783. The move to daily publication was less about breaking news than to serve the demand for shipping news. Papers in this era nonetheless had strident political leanings. In this era not a lot of new papers were being established, and when they were they were extremely partisan and subject to mob rule. In 1801, Alexander Hamilton founded the *New York Evening Post*, which remains today the longest-living daily in the United States, even if its brassy tabloid format would be unrecognizable to its founder.

« Back 1774 | Next 1808 »

### Filter publications...

▼ By language

- ☒ All Languages
- ☐ English
- ☐ Spanish
- ☐ German
- ☐ Chinese
- ☐ Swedish
- ☐ Italian
- ☐ French
- ☐ Other

► By publication frequency





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▼ Hide details (click listings to open newspaper info in a new window)

Loading Complete

## 1833

### The Penny Press Era

1582 listings

New printing technologies and decreasing paper costs inspired publishers to go mass-market for the first time, and move away from overtly political newspapers. In 1833, the *New York Sun* became the nation's first successful penny daily, grabbing readers with short, breezily written, "human interest" stories and sensational crime tales. In New York City alone, at least 34 dailies were begun in just five years. The penny press lords also achieved notoriety with famous "hoaxes" like the *Sun's* breathless, fabricated 1835 story about "life on the moon."

« [Back: 1808](#) | [Next: 1846](#) »

### Filter publications...

▼ By language

- ☒ All Languages
- ☐ English
- ☐ Spanish
- ☐ German
- ☐ Chinese
- ☐ Swedish
- ☐ Italian
- ☐ French
- ☐ Other

► By publication frequency





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### Legend

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- 1 publication in city

▼ Hide details (click listings to open newspaper info in a new window)

Loading Complete

## 1860's A Press Divided

4459 listings

The growth of newspapers in 19th century was not a steady march from East to West. Instead, papers leap-frogged from the midwest over to California, and it wasn't until the 1860s that the gap in between really started to fill. One driver was the looming Civil War. Debates over whether Kansas would become a free or slave state fueled a wave of migration among passionate people on both sides, and they often set up dueling newspapers to argue their cause. By 1863, free land available through the Homestead Act drew even more people to the frontier, and hopes for the "civilizing presence" of a newspaper were common. The completion of transcontinental telegraph (1862) and railroad (1869) service helped newspapers expand, making news and other raw materials to run a printing press more accessible to far flung areas.

« [Back: 1849](#) | [Next: 1890](#) »

### Filter publications...

▼ By language

- ☒ All Languages
- ☐ English
- ☐ Spanish
- ☐ German
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- ☐ French
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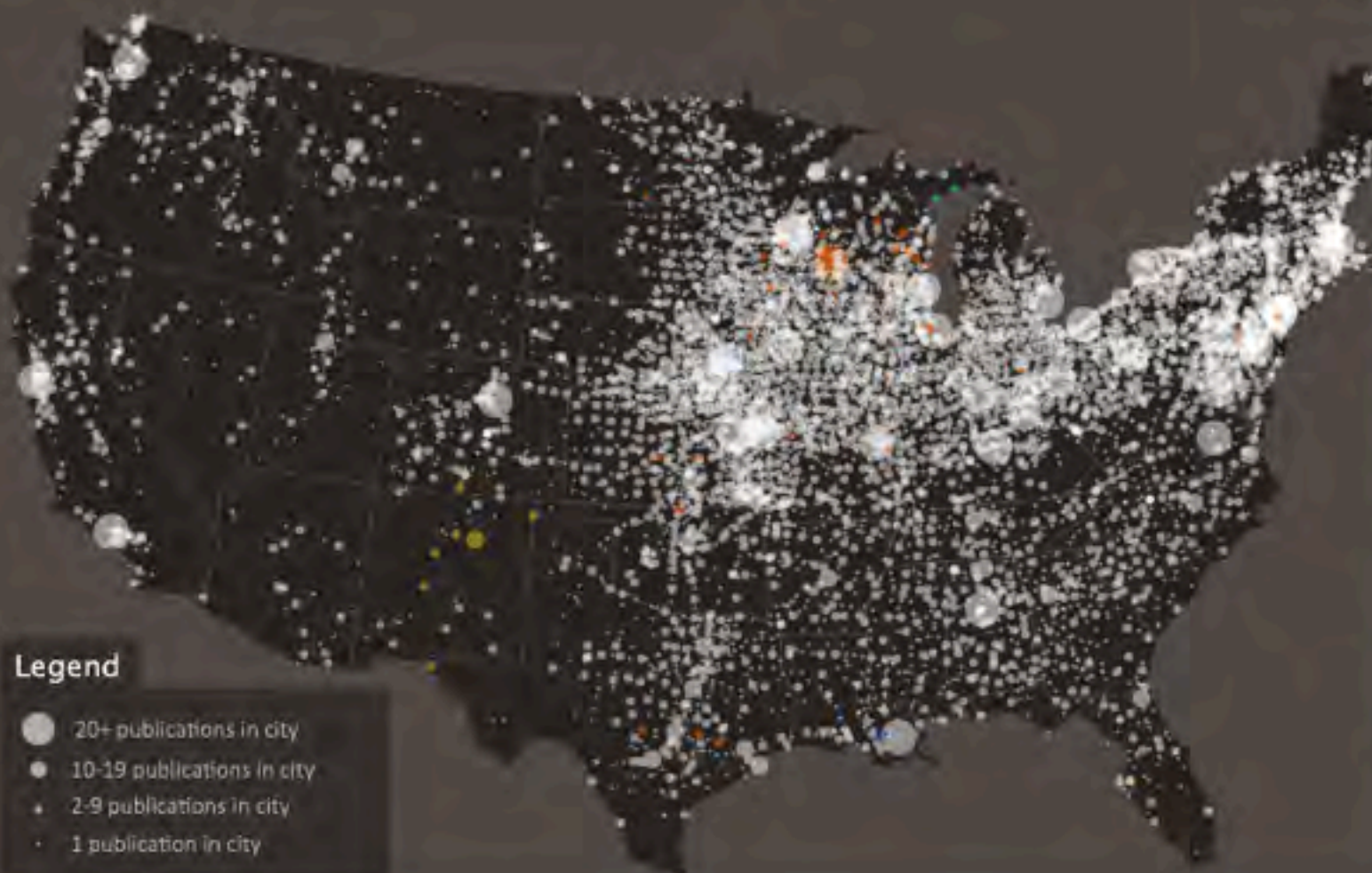
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### Legend

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- 2-9 publications in city
- 1 publication in city

▼ Hide details (click listings to open newspaper info in a new window)

## 1900's "Yellow Journalism"

15872 listings

The turn of the century saw furious competition between the mass-circulation dailies in New York: William Randolph Hearst's *New York Journal* and the *New York World*, owned by Joseph Pulitzer. Both papers used screaming headlines, the bold use of color and striking illustrations, "many of them without significance," according to the historian Frank Luther Mott. The term "yellow journalism" stemmed from a recurring character in the comic strip *Hogan's Alley*, nicknamed the "yellow kid," but was applied more widely to define the sensationalistic news and feature stories that climaxed with the Spanish-American War, which Hearst famously championed in the pages of the *Journal*.

« Back: 1890 | Next: 1909 »

### Filter publications...

▼ By language

- ☒ All Languages
- ☐ English
- ☐ Spanish
- ☐ German
- ☐ Chinese
- ☐ Swedish
- ☐ Italian
- ☐ French
- ☐ Other

► By publication frequency





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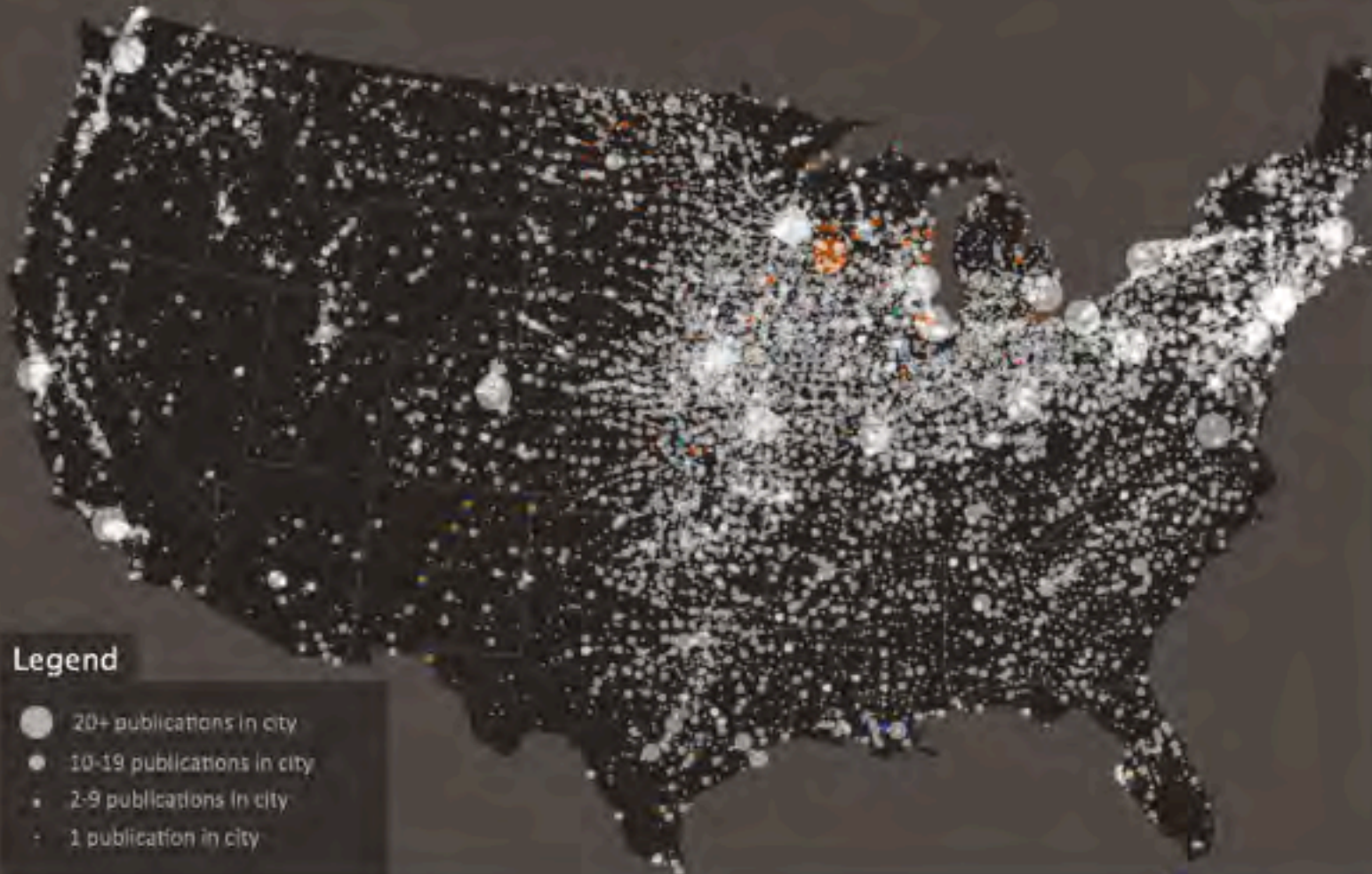
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### Legend

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- 1 publication in city

▼ Hide details (click listings to open newspaper info in a new window)

## 1920's The Radio Age

15570 listings

Commercial radio debuts in the United States, bringing unprecedented competition to newspapers. The Associated Press and newspaper publishers fought to keep their news reports off of the airwaves, even as publishers looked to buy stations of their own. 1920 also saw the repeal of the Sedition Act, which had enabled postmasters to deny delivery of publications they considered disloyal to the cause during World War I. By this time, the German-language press was in steep decline.

« Back: 1909 | Next: 1930 »

### Filter publications...

▼ By language

- ☒ All Languages
- ☐ English
- ☐ Spanish
- ☐ German
- ☐ Chinese
- ☐ Swedish
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- ☐ Other

► By publication frequency





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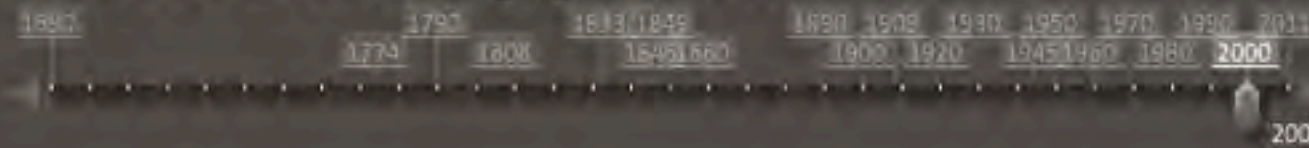
### DATA VISUALIZATION



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## The Growth of Newspapers Across the U.S.: 1690-2011



### Legend

- 20+ publications in city
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- 1 publication in city

▼ Hide details (click listings to open newspaper info in a new window)

## 2000's The Internet Age

13690 listings

Starting in the mid-1990s, the rise of the Internet began to upend the newspaper industry. The web offered a powerful new distribution tool, but it eroded the newspapers' traditional revenues in print sales, local advertising and classifieds. In 2010, only one newspaper appeared in the top 10 national news websites. Yet newspapers' newsrooms are widely considered one of the best sources for original reporting, and over a thousand daily newspapers remain active in the United States today. This only caps a long decline in metropolitan newspapers, even though many remained highly profitable into the 21st century.

« Back: 1990 | Next: 2011 »

### Filter publications...

▼ By language

- ☒ All Languages
- ☐ English
- ☐ Spanish
- ☐ German
- ☐ Chinese
- ☐ Swedish
- ☐ Italian
- ☐ French
- ☐ Other

► By publication frequency



Insights



city papers?

By the 1960s, the one-paper town trend has increased across the entire state, leaving barely any towns in Kansas with more than one paper. By 1986, there are none. Is this an effect of consolidation? War? (See images below)



1853



1863



1873



1883



1887



1902



1962



1986



## SLOW EAST, FAST WEST

Compare the amount of time it takes to establish a robust newspaper system in the East (1690 to 1845, or 155 years), compared to the much faster expansion of newspapers in the West, to achieve a similar distribution (1845 to 1945, or 100 years).

(See images below)



1690



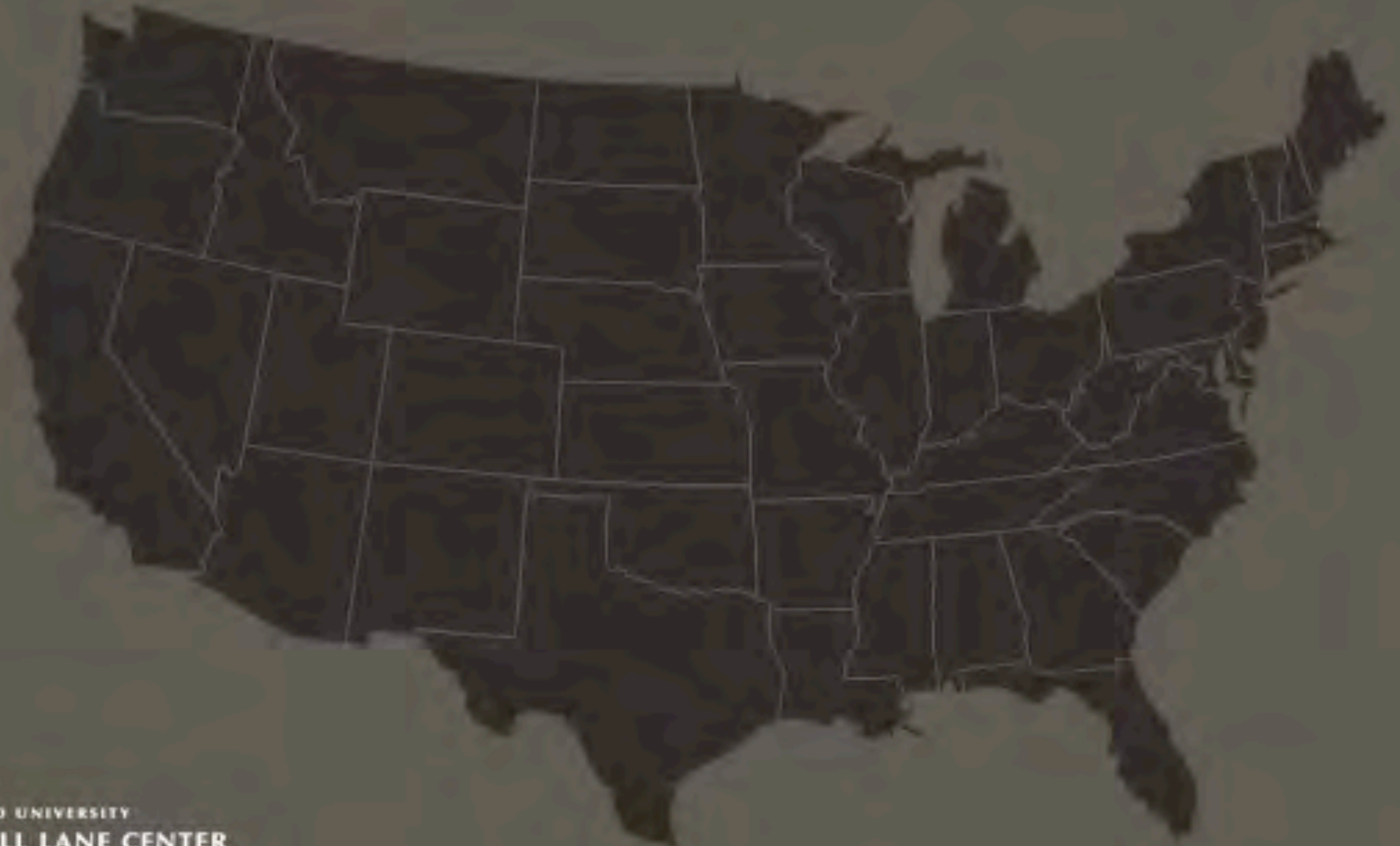
1845



1945

# 1690

1 publication

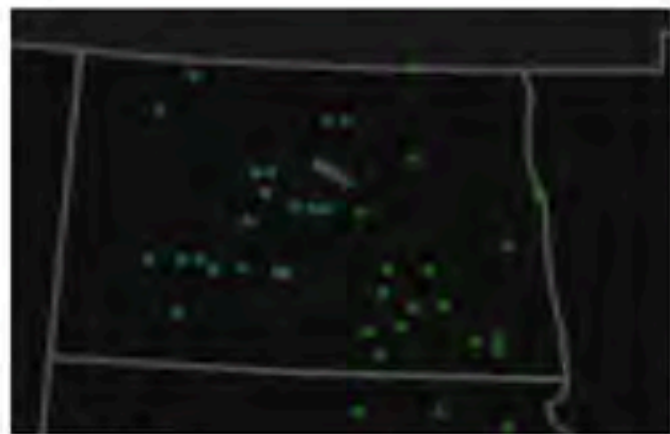


STANFORD UNIVERSITY  
**THE BILL LANE CENTER**  
FOR THE AMERICAN WEST

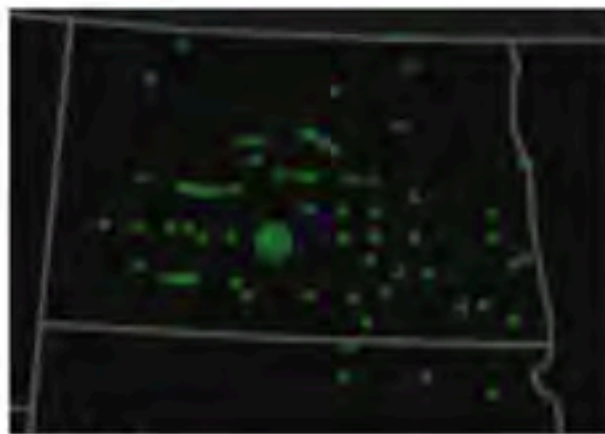


## NORTH DAKOTA

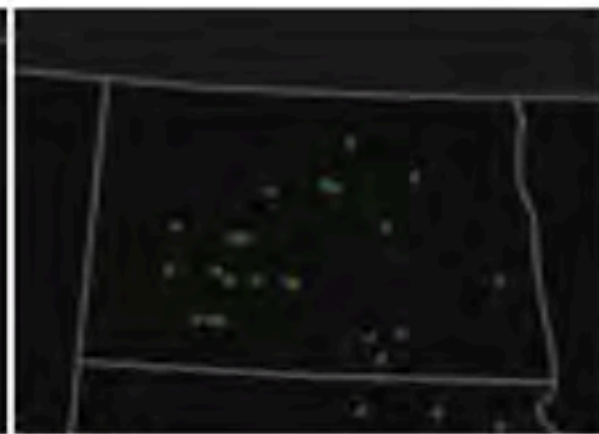
German papers flourished in the early 1900s. All but a few are gone by the 1950s. Is this an effect of assimilation, or partly due the World War I-inspired Espionage Act of 1917, which empowered the postal service to deny carriage to newspapers considered insufficiently loyal?



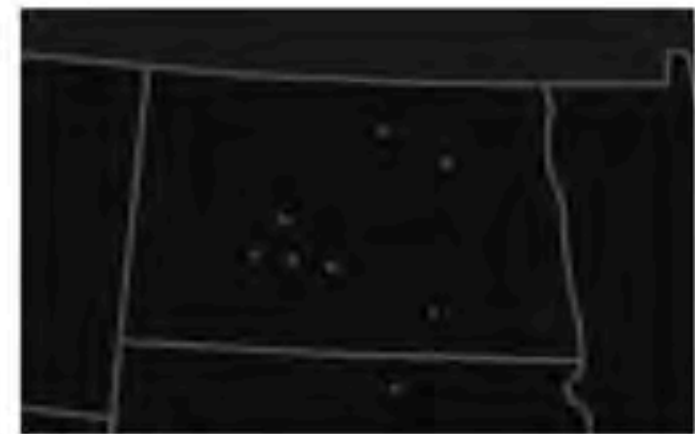
1902



1916



1940



2005

## FOREIGN LANGUAGE PRESS NATIONWIDE

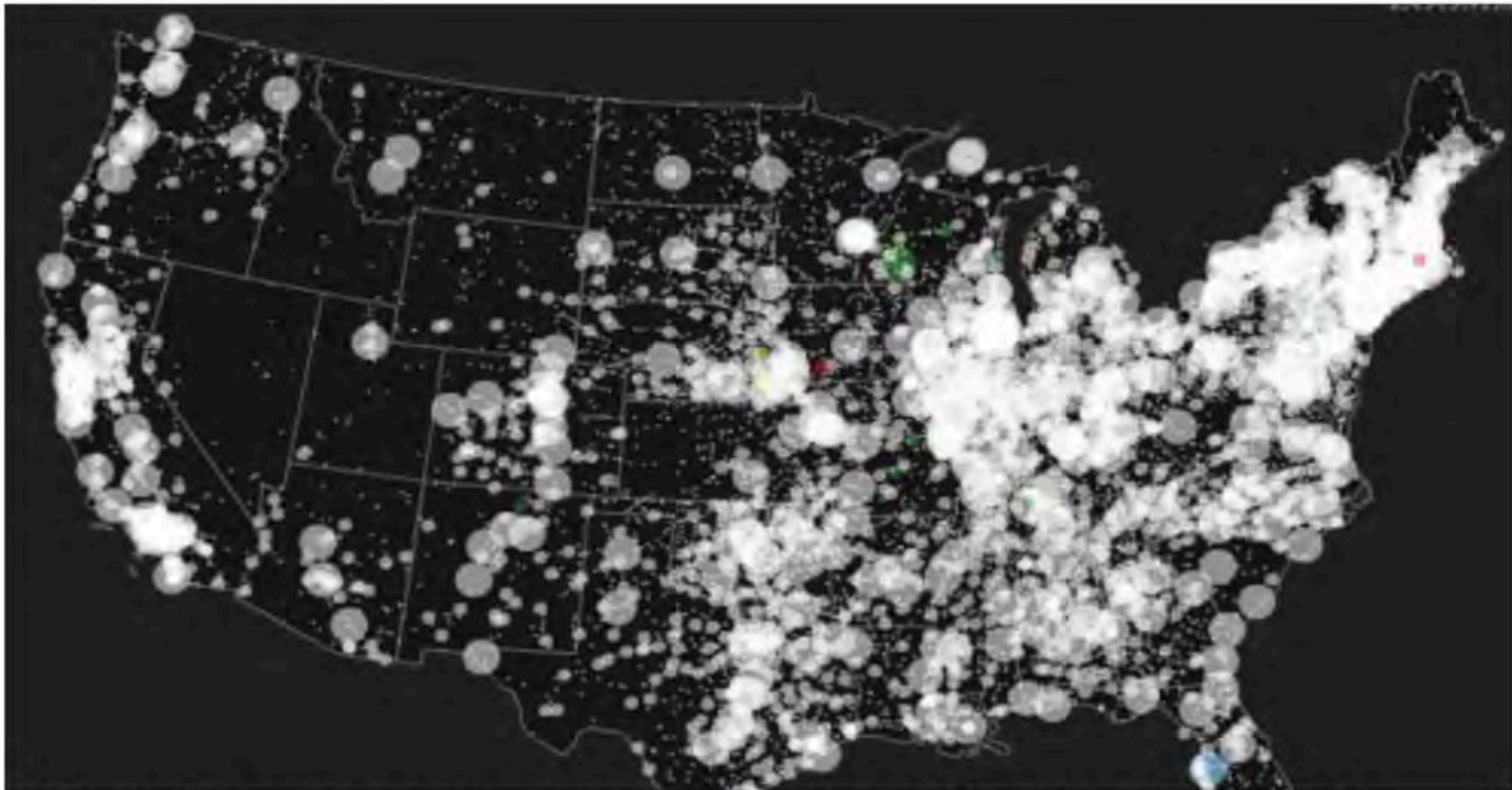
The 20<sup>th</sup> century saw the fall of German language papers (in 1900 there were 625 nationwide. In 2005 there were 45.) It also saw the rise of Spanish language papers (in 1900 there were 52, in 2009 there were 210). There are not nearly as many Spanish language

**1690**

0 publications







“Unknown” or partially known dates, such as “1914-19??”, “1841-184?”: 59,597

**Despite those caveats, there are still some interesting trends worth pointing out, and hypotheses that would be interesting to explore. Some of those are listed below.**

**[An animated version of this visualization is available on YouTube.](#)**

# Journalism's Voyage West

PUBLISHED SUMMER 2011



- Three parts:
  - Interactive data visualization
  - Historical essay
  - News article on resilience of rural papers

[ruralwest.stanford.edu/newspapers](http://ruralwest.stanford.edu/newspapers)



# Rural Newspapers Doing Better Than Their City Counterparts

Home » Rural West Initiative » Rural Newspapers Doing Better Than Their City Counterparts

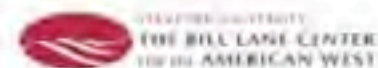
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*"We will emphasize*



Photo: John McChesney

By Geoff McGhee

Walk in to a town council meeting in Pinedale, Wyoming, and you're likely to find as many as three local reporters scribbling notes and asking questions. That news in a town of 2,030 residents is covered by two newspapers and a website is partly explained by the abundance of mineral wealth in surrounding Sublette County, which produced \$3.6 billion in natural gas last year. Add to that the urgent concern about breaching a local dam threatened by record snowmelt coming from the Wind River Range, and you've got a recipe for a small-town media frenzy.

This scene is also illustrative of how rural journalism is surviving, even thriving, in the

## RURAL WEST CONFERENCE

### RETHINKING THE RURAL-URBAN DIVIDE IN THE MODERN WEST

Stanford University  
April 4-5, 2014

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# Did the West Make Newspapers, or Did Newspapers Make the West?

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*"We will emphasize  
those issues that have  
for too long gone  
under-studied by  
scholars and under-  
reported in the  
mainstream media.  
And we hope to begin  
conversations that  
will lead to some  
salutary results."*

— David M. Kennedy,  
Historian and faculty co-  
director of the Bill Lane  
Center for the American  
West

Home » Rural West Initiative » Did the West Make Newspapers, or Did Newspapers Make the West?

View [Map](#)

By Krissy Clark and Geoff McGhee

"Our papers, our little country papers, seem drab and miserably provincial to strangers; yet we who read them read in their lines the sweet, intimate story of life."

— William Allen White, Editor of the *Emporia Gazette*, Emporia, Kansas in 1916.

When William Allen White touchingly wrote about "our little country papers," in the nineteen-teens, they were at their all-time peak, with over 17,000 weeklies in circulation, according to the Ayer's American Newspaper Directory of 1915.<sup>2</sup> They had arrived at this summit after a century or more of struggle by pioneers hauling printing presses to an ever-farther frontier.

The history of newspapers in the rural West is a history of crisis and triumph in alternation. Failure, and bouncing back from it, have been a tradition.<sup>3</sup> And at a time when there is so much talk about the future of newspapers, this past is worth considering. Ironically, this legacy of turbulence finds rural newspapers relatively unscathed by the calamities currently facing many big city papers. Put another way, there is no crisis in rural Western newspapers; the crisis has always been there. And the papers are stronger for it.

Consider the very first American newspaper — *Publick Occurrences*, published in 1689 from the back of a coffee house in Boston. That town, at least from the point of view of its British imperial rulers back in London, arguably fit the definition of both "rural" and "Western." Its first paper, three pages of stories with a blank page at the end for readers to add their own comments or corrections, lasted exactly one issue before it folded.<sup>4</sup> Expansion and contraction, boom and bust, and smaller, smarter boom again: that's how journalism in the rural West was won.

[Essay Continues Below Data Visualization »](#)

## The Growth of Newspapers Across the U.S.: 1690-2011



## RURAL WEST CONFERENCE

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## 1860's A Press Divided

4499 listings

The growth of newspapers in 19th century was not a steady march from East to West. Instead, papers leap-frogged from the midwest over to California, and it wasn't until the 1860s that the gap in between really started to fill. One driver was the looming Civil War. Debates over whether Kansas would become a free or slave state fueled a wave of migration among passionate people on both sides, and they often set up dueling newspapers to argue their case. By 1860, free land available through the Homestead Act drew even more people to the frontier, and hopes for the "civilizing presence" of a newspaper were common. The completion of



# Journalism's Voyage West

## SOURCES OF SUPPORT



- Eccles family grant to Bill Lane Center for Rural West Initiative
- Stanford Presidential Fund support for graduate research assistants (from CS dept)
- John S. Knight Journalism Fellowship (for me)

[ruralwest.stanford.edu/newspapers](http://ruralwest.stanford.edu/newspapers)

# Journalism's Voyage West

## POSSIBLE NEXT STEPS



- Refresh data set from LC
- Further refine run dates
- Links to original pages
- Improve performance
- Move from Flash to HTML5
- Open-source the development process



# Thanks!

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**Ready for business meet**  
NEW YORK, April 1—The Phi Beta Sigma fraternity is ready for the

Louisville branch N. A. A. C. P. at the time of his death was 1



## The Newspaper

The Louisville Leader, an African American community newspaper, began publication in Louisville, Kentucky on November 3, 1917. It covered local religious, educational, social, fraternal, and sporting activities, as well as national and international news. [More about the newspaper.](#)

## The Collection

The Cole Publishing Company building which housed original copies of the paper was badly damaged by a fire in 1954. The remaining issues were microfilmed by the University of Louisville in cooperation with Kentucky State University and the friends and family of publisher I. Willis Cole. The digital files shown in this collection were created from that microfilm. [More about the collection.](#)

## Your Role

We need your help to make these articles easier to search and discover. Automated programs have difficulty transcribing faded, torn, or misaligned text, even when they are readable to the human eye. With your help, we can create full-text transcriptions of these articles, making them easily searchable.

Please help us transcribe the text. This is a great opportunity to contribute to an important resource on Louisville African-American history.

**Get Started Now**

## Browse Articles by Year

1917	1925	1930	1935	1940	1945	1950
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**Rachel Howard**  
**University of Louisville**  
**October 10, 2014**





Damaged  
by fire in  
1954

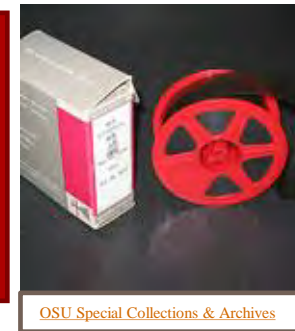


P 03250, R. G. Potter Collection, UofL Photographic Archives

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OSU Special Collections & Archives

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(7,146  
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Published  
weekly 1917-  
1950

# Back story

# The Louisville Leader. Louisville, Kentucky, Saturday, June 5, 1948.

19480605 1

View Description

1 of 5

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## Object Description

Title The Louisville Leader. Louisville, Kentucky, Saturday, June 5, 1948.

Volume/Issue Vol. 31, No. 23.

Contributors Cole, I. Willis (publisher)

Description The Louisville Leader was an African-American newspaper published from 1917 to 1950 by I. Willis Cole in Louisville, Kentucky. This issue says Vol. 31, No. 31, but is actually Vol. 31, No. 23.

Thumbnails

Content

The Louisville Leader. Louisville, Kentucky, Saturday, June 5, 1948.



19480605 1



19480605 2



19480605 3



19480605 4



# Technology: Access



Title *	19350727 4	
Volume/Issue		
Contributors		shared controlled vocabulary
Description		
Subject		shared controlled vocabulary
Date Original		
Object Type		shared controlled vocabulary

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Permissions  edit

# Challenge: Bad OCR



+ Scripto plugin =

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# LOUISVILLE LEADER TRANSCRIPTION PROJECT

## Choose an article to transcribe

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Previous 1 2 **3** 4 5 6 7 8 9 10 Next

### Armstrong to Appear Here

December 31, 1938

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### Louis Tops All Fighters; Armstrong Rated Second

December 31, 1938

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[Begin transcribing this section](#)

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[Begin transcribing this section](#)

### Sport-O-Scope

December 31, 1938

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[Begin transcribing this section](#)

### Parkland M. E. Church / Musical at Quinn Chapel

December 31, 1938

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  - c. End of line hyphenation should be omitted, ie. type the word without hyphenation.
2. If a word or phrase is illegible include [illegible] or indicate your best guess with brackets around it, like this "President [Truman?] announced..."
3. Hit the "Save changes" button.
4. Review the transcript. When you are satisfied that it is correct, click the "Send transcript" button.
5. If an article continues on another page there will be a "Next page" link under the transcription entry space...
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# Technology: Transcription

## LOUISVILLE LEADER TRANSCRIPTION PROJECT

### Armstrong to Appear Here - December 31, 1938

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*Armstrong To Appear Here*

Henry Armstrong, the battle-axe of the fight world and a triple champion, may appear in an exhibition bout here in the latter part of January, according to officials of the Ziegler Boxing Club. He is expected to appear on an All-Negro card.

Type the article in this box:

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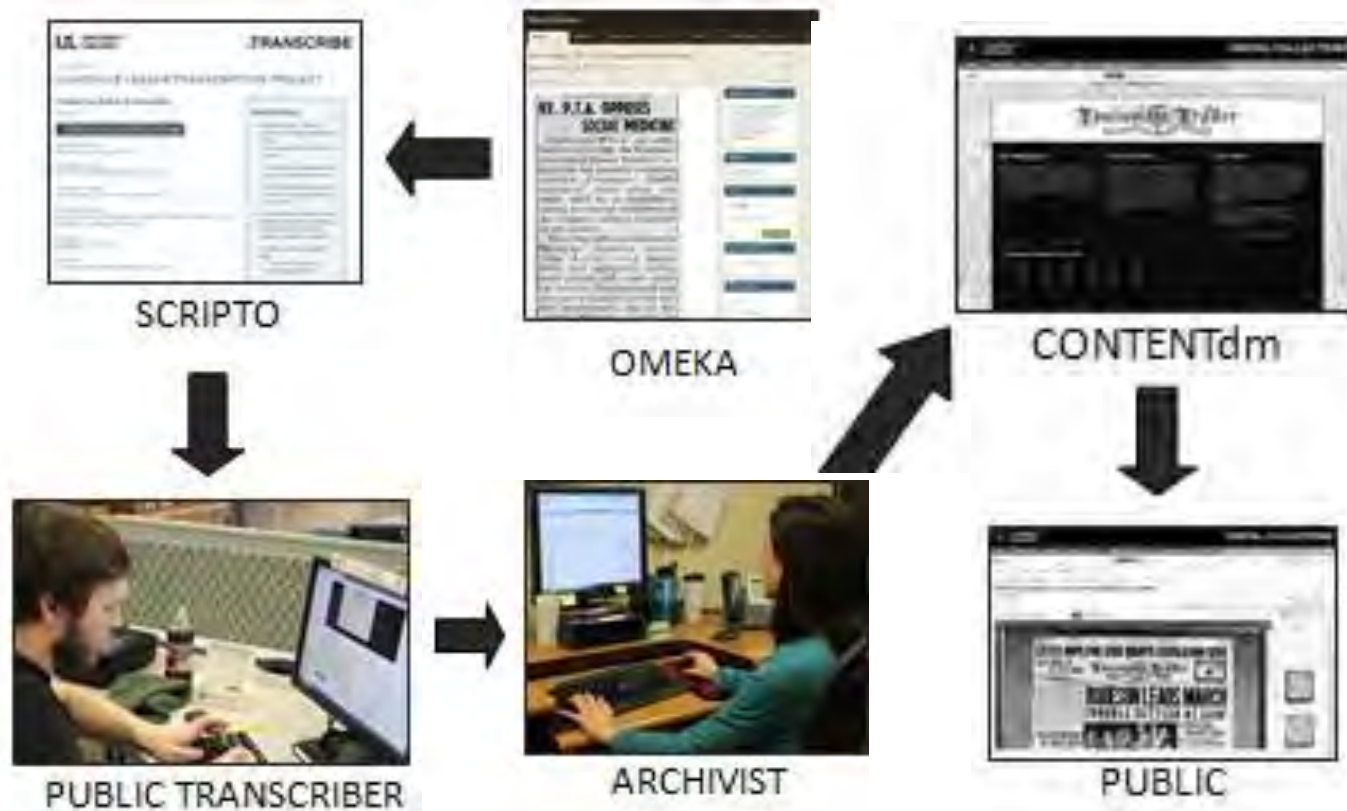
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# Technology: Transcription





Challenge: Selection



# Challenge: Workflow



**URL:** <http://uofl.me/lib-LouisvilleLeader>

**Contact:** Rachel Howard, [rachel.howard@louisville.edu](mailto:rachel.howard@louisville.edu)

# Questions?

An impressionistic survey of  
open-source software  
potentially useful for  
Visualizing the  
History of the Black Press  
in the United States

Mark Cyzyk







# The History of Byzantium

A podcast telling the story of the Roman Empire from 476 AD to 1453



[← OLDER POSTS](#)

## Episode 53 – The Bulgars are Coming

Posted on [September 25, 2014](#) by [thehistoryofbyzantium](#)

Constantine IV calls an Ecumenical Council to discuss the issue of Monotheletism. He also has to deal with an invasion of the Balkans by the Bulgars.

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## Orwell Diaries 1938-1942

*George Orwell's domestic and political diary entries, posted 70 years to the day after they were written*

## THE ORWELL PRIZE

# ORWELL DIARIES 1938-1942

<u>Foreign &amp; General</u>	<u>Trial</u>	<u>Prof politico</u>	<u>Miscellaneous</u>	<u>Perna</u>
<p>N. Henderson has returned. Private motorists for 1/2. I have Prof still. It appears from ed to Berlin with Brit. she has lost have been before. separates him.</p>				

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15.11.42

Posted on 15 November

Church bells rung this morning – in celebration of the victory in Egypt. [1] The first time that I have heard them in over two years.

*[1] Following the attack launched at El Alamein on 23 October 1942, the Eighth Army cleared Egypt by 11 November 1942; Tobruk, in Libya, was retaken on 12 November. Allied forces landed in Morocco and Algeria on 8 November, and by 12 November were close to the western Tunisian border. Final victory in North Africa, however, was not to come until mid-May 1943.*

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2009  
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11/1/2010

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# WILLIAM SHATNER

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21<sup>TH</sup>

AUGUST

## William Shatner Accepts ALS Ice Bucket Challenge

William Shatner was nominated by Country Music Super Star Brad Paisley to do the ALS Ice Bucket Challenge. Bill heartily accepted and did it in his own style. Enjoy his video.

Bill Shatner

[Read More →](#)

30<sup>TH</sup>

MAY

## Information on Shatner's World at the MGM Grand in Las Vegas June 19 to 21, 2014

William Shatner will be taking his one man live show "Shatner's World" to the MGM Grand for three nights June 19, 20 and 21, 2014. Tickets can be purchased from Ticket Master: <http://Bit.ly/ShatnerLV> We hope you can make it.

Bill Shatner

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# The First World War

A special issue of *History Today*

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James V and Scottish independence, the regicides in America, women engineers in the First World War and more...

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In this month's issue: **James V - The Regicides in America - Titanic's Sisters - The Rise of Tata**

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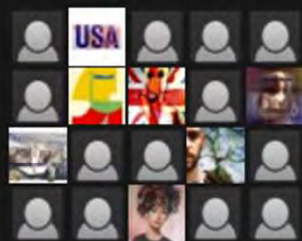
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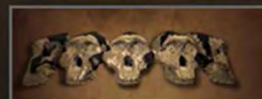
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# "If you threaten America, you will find no safe haven."

The President Lays Out the Plan to Degrade and Destroy ISIL

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A Major Increase in Our Response to the Ebola Outbreak

September 16, 11:19am

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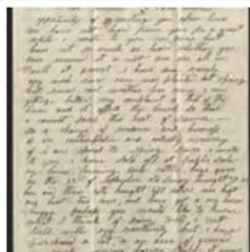


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## Joseph McDill letters, 1853-1863



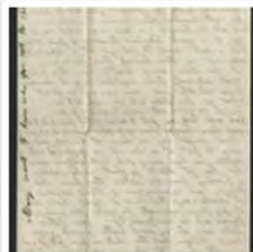
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1853-10-24 Page 4

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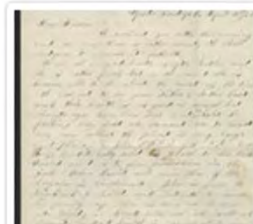
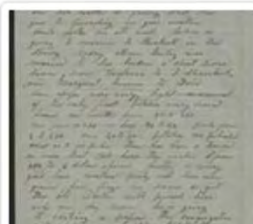
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Needs Review



1855-03-03 Page 2

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The story of the beautiful is



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## SCIENTIFIC LECTURE.

**Prof. EDGERTON of Michigan** has the pleasure of announcing to the Citizens of that he will Lecture on

## TEXTS

The APS has many important texts digitized, including a large number of broadsides relating to the history of science.



## News

Boas Digitization Project

The entirety of the Franz Boas

## Featured Gallery

Colonization in the Foulke Papers

A new gallery, Colonization in the





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## Civil War Letters Home Page

## The Civil War Letters Collection

### Description

These are Civil War materials from Oneida County, New York, in which Hamilton College is located. Most of these materials were written by soldiers of the 117th New York Volunteer Infantry Regiment, their family and friends, but some are related to other regional regiments as well.

For more Civil War materials see Hamilton College Library's [Digital Collections](#).

### Credits

Digitization of the Civil War Letters was made possible by grants from the [New York State Regional Bibliographic Databases and Interlibrary Resources Sharing Program](#) through CLRC (Central New York Library Resources Council).



Morris Brown, Jr.  
Hamilton College  
Class of 1863







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# JEFFCO STORIES

jeffcolibrary.org



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## Jeffco Stories Oral History Project

A project of the Jefferson County Public Library. We record interviews with local residents about Jefferson County, its people, history, and environs.

Know someone with a great story? Contact us: [Email](#) | 303-275-6180



1 2 3 4

### World War II

#### Edward J. Tipper

*A member of E Company in the 101st Airborne Division remembers his experiences in WWII and on D-Day.*

#### Armand Sedgeley

*Mr. Sedgeley speaks about his service in the U.S.*

### Celebrating the 100th Anniversary of Ken-Caryl Ranch

#### Chris Pacetti

*Chris Pacetti, executive director of the Ken-Caryl Ranch Master Association, provides an administrative perspective of the history and development of Ken-Caryl Ranch. Mr. Pacetti discusses community zoning, usage, and other aspects affecting homeowners and business owners in Ken-Caryl Ranch.*

#### Descendants of James Adams Perley

*A conversation with three descendants of James Adams Perley, who bought what is now known as the Bradford Perley House in 1895.*

### Golden

#### Marv Kay

*Mayor of Golden from 1988 to 1996, also worked for the Colorado School of Mines*

#### Esther and Art Papenfus

*Artist and teacher discuss their lives and work in Golden during the mid 20th*

# Heritage University of Toronto

*Our Ongoing History in Images, Text & Rich Media*



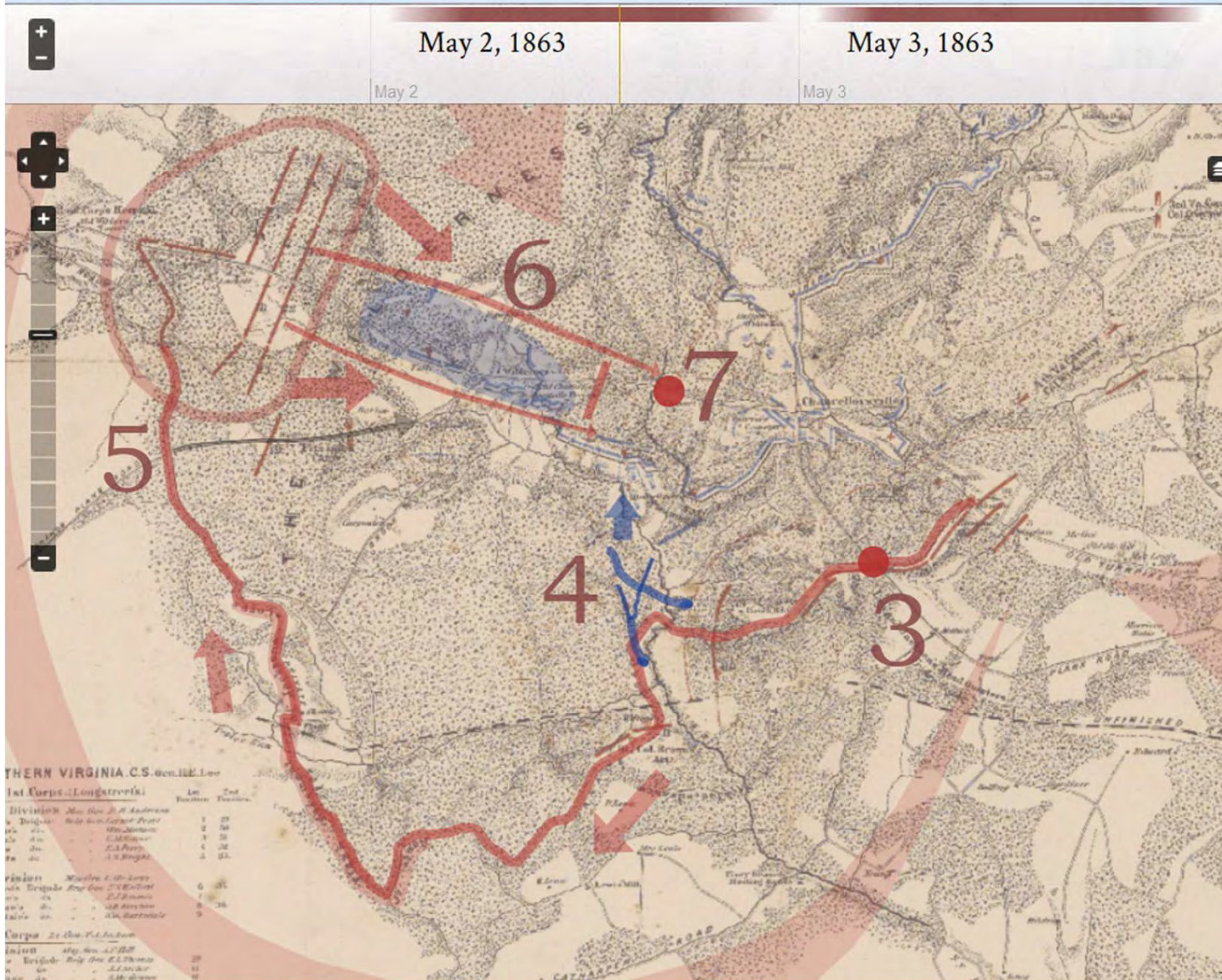
*Margaret Atwood, Writer-in residence at Massey College, 1972 from the Robert Lansdale Photographic Collection*

[\[ + \] Feedback](#)









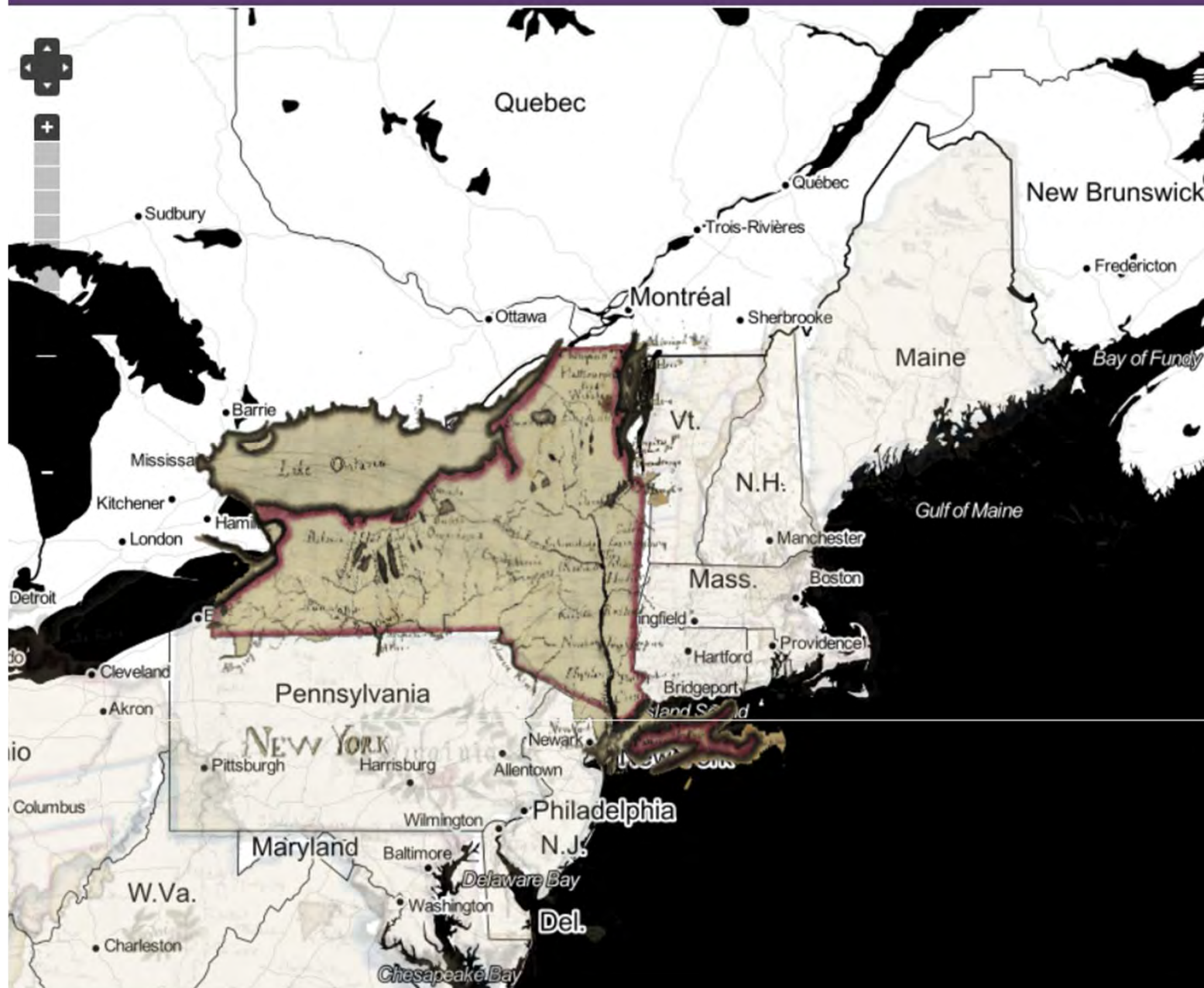
## April 27 - 30

Hooker splits his army and tries to "double envelop" Lee with two forces, one approaching from the north by way of Chancellorsville and the other from the east at Fredericksburg.

## April 30

Lee splits his army, sending Jubal Early to hold off Sedgwick at Fredericksburg and moving the rest of his force west to engage Hooker at





## New York

### Title

New York

### Creator

Frances Alsop  
Henshaw

### Source

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[2501.000](#)

### Publisher

[David Rumsey Map  
Collection](#)

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April 29, 1823

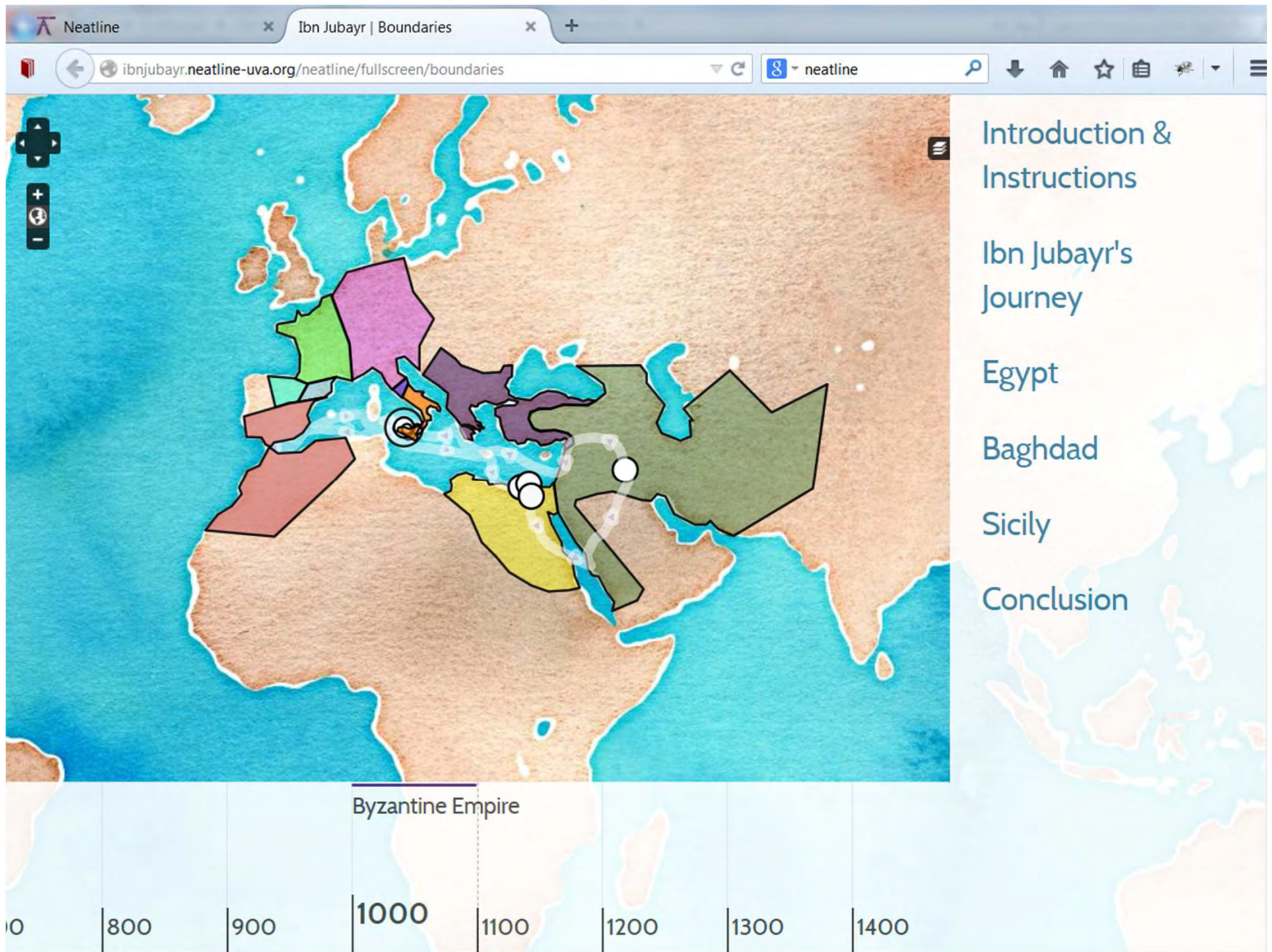
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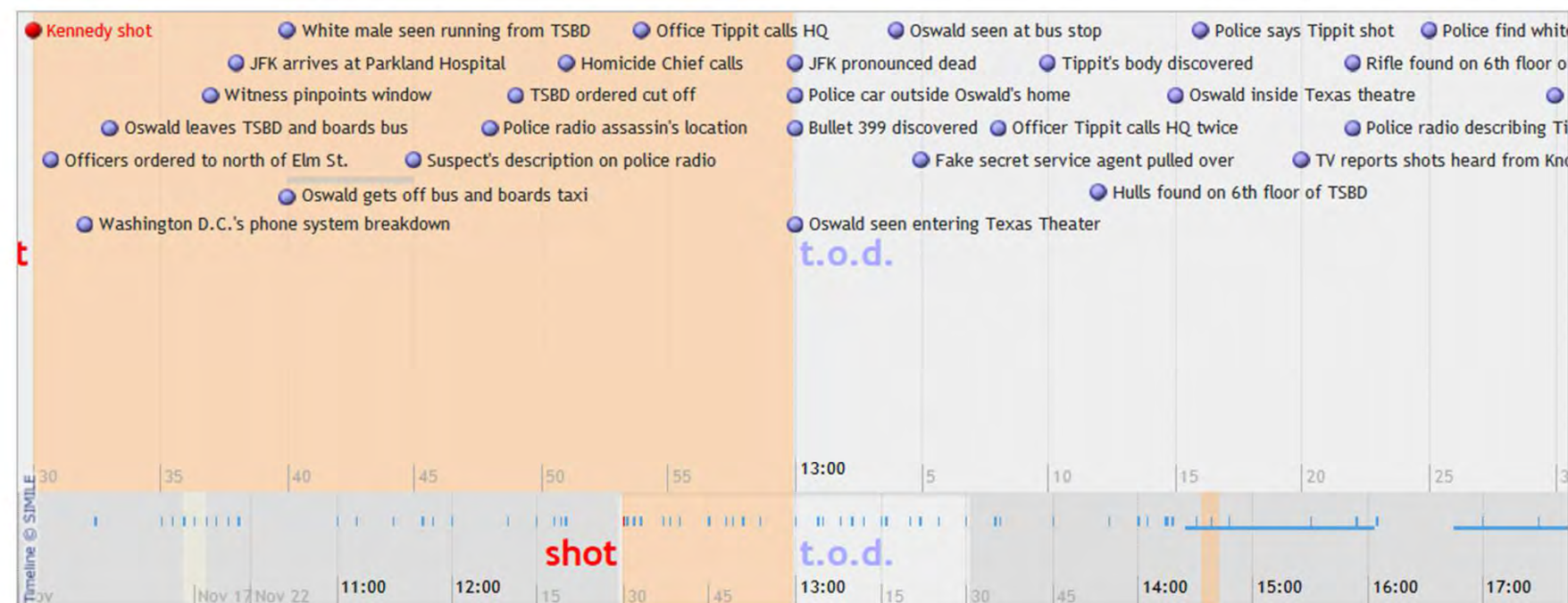




# Timeline

## Web Widget for Visualizing Temporal Data

With this widget, you can make beautiful interactive timelines like the one below. Try dragging it horizontally or using your mouse-wheel. Click on each event for more details.

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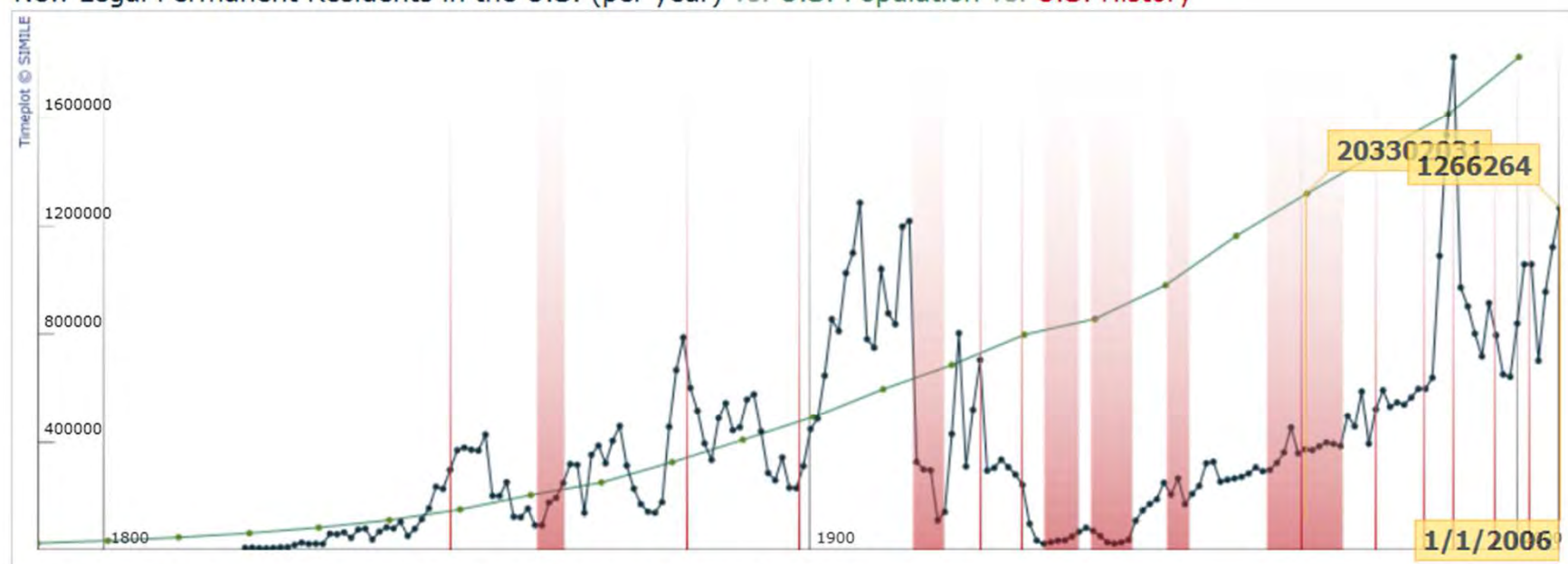


# Timeplot

## Web Widget for Plotting Time Series

Timeplot is a DHTML-based AJAXy widget for plotting time series and overlay time-based events over them (with the same data formats that [Timeline](#) supports). Here is a live example:

New Legal Permanent Residents in the U.S. (per year) vs. U.S. Population vs. U.S. History



Sources: [U.S. Department of Homeland Security](#), [U.S. Census Bureau](#) and [Wikipedia](#)

**More Live Examples**

**Links**

**Licensing**

*sprint*  
**scripto** a community transcription tool



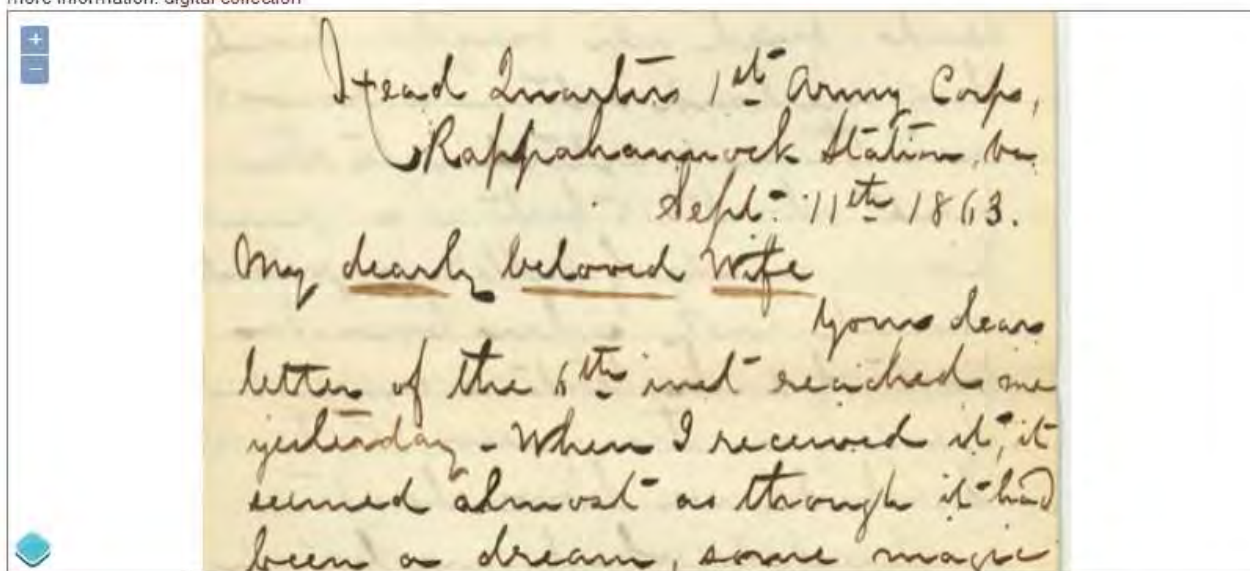
makinghistory  
transcribe

LIBRARY OF VIRGINIA

[Home](#) / [CW150](#) / [Henry L. Cranford Letter, 1863 September 11](#) /

## Henry L. Cranford Letter, 1863 September 11

image 1 of 3

[more information: digital collection](#)

Zoom in to read each word clearly. Some images may have writing in several directions. To rotate an image, hold down shift-Alt and use your mouse to spin the image so it is readable.

## Enter your transcription below:

- Copy the text as is, including misspellings and abbreviations.
- No need to account for formatting (e.g. spacing, line breaks, alignment); the goal is to provide text for searching.
- If you can't make out a word, enter "[illegible]"; if uncertain, indicate with square brackets, e.g. "[town?]"
- [View more transcription tips](#)

Head Quarters 1st Army Corps.  
Rappahannock Station, Va.  
Sept. 11th 1863

My dear beloved wife

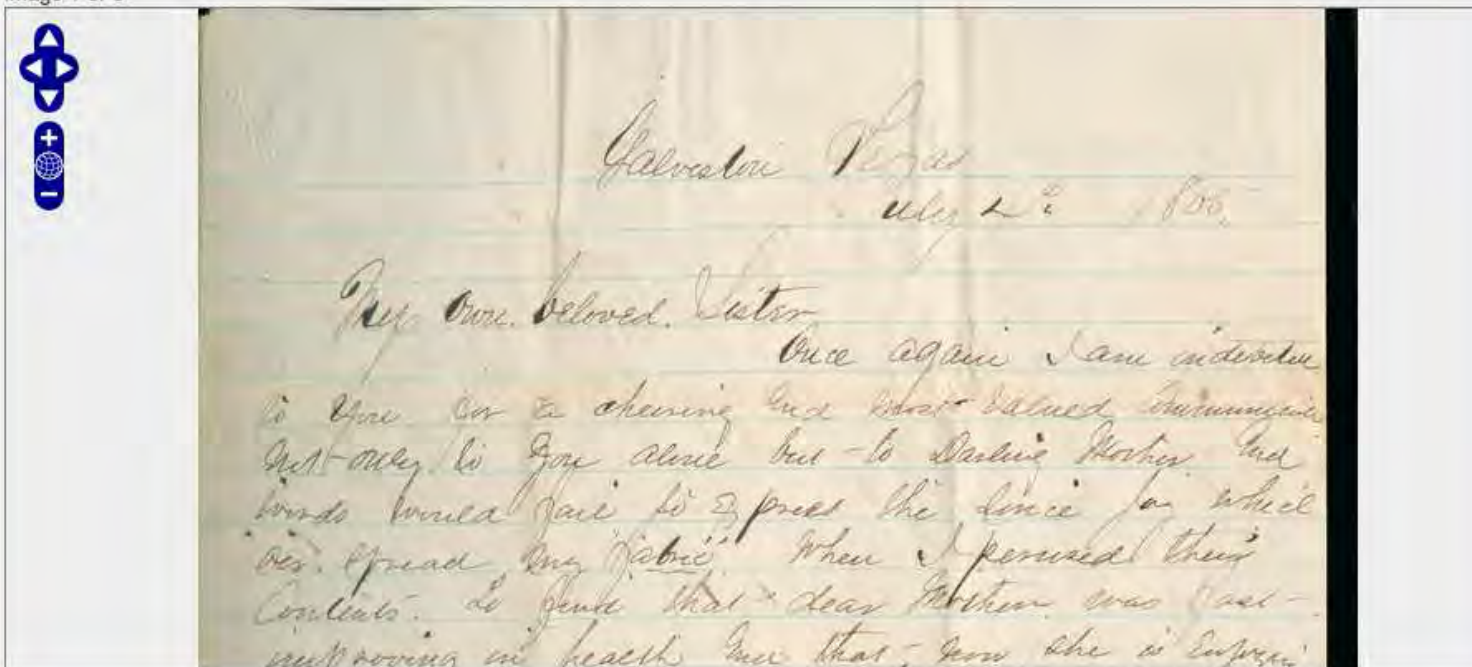
# The Civil War in Letters

A Newberry Library Transcription Project

Home / Carlos W. Colby Letters (Transcription Complete) / James Rowe to sister, Galveston, TX , July 4, 1865 /

## James Rowe to sister, Galveston, TX , July 4, 1865

image 1 of 6



This transcription is complete!

Galveston, Texas, July 4th 1865. My own beloved Sister, Once again I am indebted to you for a cheering and most valued communication not only to you alone but to Darling Mother. And words would fail to express the [since?] Joy which oer spread my "fabric" when I perused their contents. To find that dear Mother was fast improving in health and that now she is enjoying that sweet comfort. Also to hear that she and you are enjoying your visit in the country with so much satisfaction. It is Even' and as I write the deep toned voice of the "Cannon" sends forth its music. And as it wafs oer the sea and comes singing on my ear it tell me of days past and gone never to return but yet they never will be erased from my memory and I will lood back on them with joy and pride. It is the Glorious day of Independance. The Fourth day of July. Two years ago to day we after a long seige entered triumphantly the stronghold



# Letter from Josiah Gorgas to Amelia Gayle Gorgas, circa 1862

MODS

Updated: Aug 5, 2014



4 pages

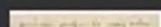
1



2



3



Monday [1862]  
[Charleston]  
I have just rec'd  
note of Saturday - I am truly  
glad you are at the end of  
a week, for it makes  
me end to our separation -  
I shall look for  
you, darling, at the  
end of October. I am  
am of the choir  
for a short time  
into by plenty of



Tuesday

Dearest -

I have just rec'd your note of Saturday - I am truly  
glad you are to leave at the end of this week, for it  
makes me see some end to our separation -

Add Transcript

BETA



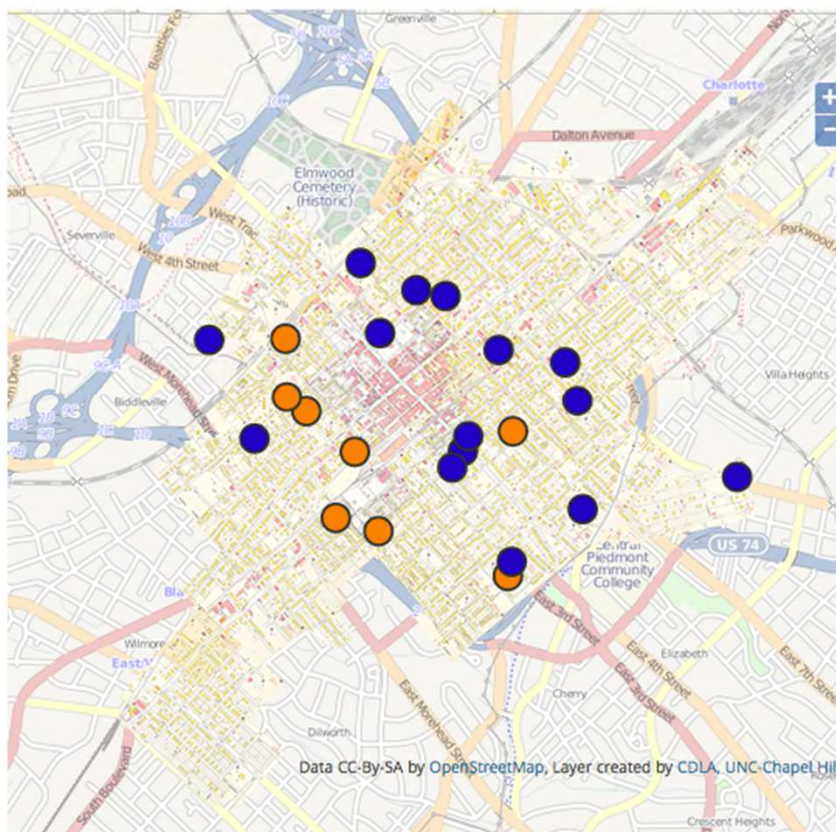
a digital  
humanities  
toolkit

Legends

Layers

Fullscreen map

Test



☐ All

☒ Caucasian

☒ African American

Search

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Mr WordPress on Hello world!

#### ARCHIVES

April 2013

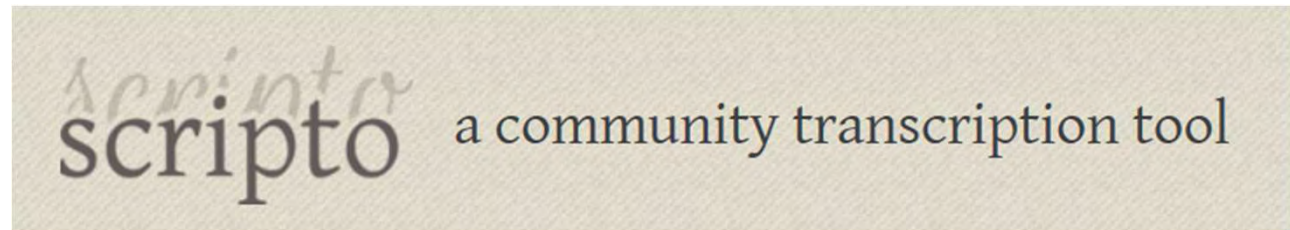
February 2013

#### CATEGORIES

Uncategorized

#### META





Others?



<http://dirtdirectory.org/>

## I NEED A DIGITAL RESEARCH TOOL TO . . .

Analyze data

Analyze texts

Author an interactive work

Manage bibliographic information

Manage tasks

Network with other researchers



**From Black Bibliography to the Black Digital:  
Can the past help us see the future?**

**James P. Danky  
School of Journalism and Mass Communication**

**October 10, 2014 for  
The Black Press Research Collective Newspapers Project:  
Visualizing the History of the Black Press in the United  
States  
Johns Hopkins University**

Thank you Kim for the grand introduction.

My duties this morning are limited but daunting, for this is the first time I have addressed a group of experts on black newspapers. Over my career I have spoken before classes of students at Wisconsin and elsewhere about the black press as well as to groups of the elusive, interested lay people. But speaking to experts in the field? Not at all, and further this invitation comes nearly 20 years after I concluded my most intense research on the topic.

Here I will make an assumption that I can only make with a group of your distinction, namely, that you are familiar with my *African -American Newspapers and Periodicals, A National Bibliography*. I do this because I want to analyze why bibliography attracts individuals and what it can tell us as we negotiate the digital age.

But first, why study the black press? Or for that matter, newspapers in general? As historians, we know it is too obvious a place for our research to start. As Clarence Brigham noted in his *Bibliography and History of American Newspapers*,

"If all the printed sources of history for a certain century or decade had to be destroyed to save one, that which could be chosen with the greatest value to posterity would be a file of an important newspaper." A sentiment to which we can all agree I think. But Brigham's work stops at 1820; seven years before *Freedom's Journal* inaugurates the 187 years of black journalism we will be celebrate at dinner tonight.

The question I posed, why study the black press, has just as obvious an answer. As "We wish," Samuel Cornish and John Russwurm wrote in their debut issue, "to plead our cause. Too long have others spoken for us". Afro-American Presbyterians, black colonization enthusiasts, these two brave men were pioneers. They created a wholly new form, one that gave free blacks a voice, where they could speak to the issues of the day as they saw them. This simple but critical dynamic is just as essential now. No one wants someone else to speak for him or her. Where we can, we want to give voice to our own thoughts, just like the founders of *Freedom's Journal*.

As newspapers, and many periodicals, have migrated to the web, their paid staffs have declined dramatically. This has exacerbated the problem of covering black America. As part of a series of studies of newspaper coverage of minorities in Madison, Wisconsin, students were able to see how very few stories beyond crime and college football and basketball, were represented in articles of color. These students in the School of Journalism and Mass Communication were, however, introduced to the two minority weeklies (as well as the GLBT monthly, etc.) Each of your campuses or communities doubtless has versions of this media ecosystem. By looking at the mainstream, read "white", newspaper along with the black and minority titles, students can see that the landscape is nearly completely different. The personalities profiled, the



issues of greatest import, or at least the emphasis placed on them, is completely distinct. So why do we study the black press? Because we cannot understand the lives of the millions of African Americans without it. As Charlotta Bass, publisher of the *California Eagle* and radical political activist said: “Win or lose, we win by raising the issues.”

The question posed in my title asks if the relationship between black bibliography and the black digital can serve as a guide for future research. As Betty Gubert wrote, “bibliography is the foundation of scholarship”. Gubert, a longtime reference specialist at the Schomburg Center, was a student of the earliest efforts by bibliographers to document the print culture of African Americans.

The American Anti-Slavery Society published the earliest work Gubert discovered. Meeting in Philadelphia in December, 1863 for their 30<sup>th</sup> anniversary, the Society was in a mood to celebrate as the Emancipation Proclamation had been signed at the beginning of the year. While Lincoln’s signature was noted, one speaker described the President’s motives as base, saying that he only issued the Proclamation because of the need for black troops.

As part of their meeting, Samuel May shared his *Catalogue of Anti-Slavery Publications in America*. May, a Harvard graduate, was an ordained Congregational minister in Leicester Massachusetts, had joined the anti-slavery movement there, a development that caused him to lose his position in the church. Through the two decades before the Civil War, May served as the General Agent of the Massachusetts Anti-Slavery Society. In this role, May was exposed to the books and pamphlets generated by abolitionists, including his cousin’s substantial collection.

May's effort to document African American accomplishments in print is a simple, chronological listing but one that strives for a comprehensiveness we can admire. He included books of course, but also sermons, speeches, letters to the editors and other newspaper articles, constitutions, proceedings, annual reports and legislative documents. For my special purposes, it also lists anti-slavery journals including the name of the editor and the journal's publishing history.

For scholars of antebellum African American history the nearly three-dozen journals and periodicals are very familiar, from titles such as *The National Anti-Slavery Standard* to Frederick Douglass' *North Star*. May's annotations are the kind that can help students who may be new to the field, as when he says "Numerous journals, both at an early and a more recent date, were in part open to the advocacy of the Anti-Slavery cause, but also included a predominant range of other subjects, political, sectarian, and moral. Many of them rendered effective service to the Anti-Slavery reform." Haven't we all reminded students that the goal of their research might find important articles contained in more general publications?

Harvard, again, produced one of the first academic bibliographies on African Americans. Marion Gleason McDougall, a student of Albert Bushnell Hart in his Seminary of American History though she had to be at the Harvard Annex or more formally, the Society for Collegiate Instruction of Women, later Radcliffe College. McDougall's 1891 *Fugitive Slaves (1619-1865)* appears during the rise of the worst of Jim Crow but also introduces black voices into the early academic discourse.



Both of the authors I have mentioned were white but African Americans were drawn to bibliography just as the emerging middle class was drawn to establishing colleges after the Civil War as well as literary and historical societies. This natural development stemmed from the formal end of slavery and the insatiable desire for education by African Americans. Robert Adger's *A Portion of a Catalogue of Rare Books and Pamphlets...upon Subjects relating to the Past Condition of the Colored Race and the Slavery Agitation in this Country* appeared in December, 1894. A postal clerk, born in Charleston, South Carolina he collected and sold "relics, literature and historical facts in connection with the African race illustrative of their progress and development". That quote is from the founding documents of the American Negro Historical Society in 1897, an organization that Adger was named President of. It is the need to demonstrate the accomplishments of African Americans that is central to the concerns of Adger and so many others. Think of the work of Elizabeth McHenry among others. And bibliographies were a crucial element as they created the easiest method of demonstrating black accomplishment in the 19<sup>th</sup> century.

There is no more central figure in black intellectual life in America than W.E.B. Du Bois. Born in the same year as the Rev. May's first black bibliography, Du Bois blazed a trail in print. His dissertation at Harvard, yes that institution once again, was published the year after; he helped to found the NAACP's *The Crisis*, wrote Brownie's Book for children, then there is *Phylon*, the many books. A university unto himself. But he was also a bibliographer. The famous Atlanta University conferences in the early 20<sup>th</sup> century produced landmark works including three bibliographies: *A Select Bibliography of the Negro American*, *A Select Bibliography of the American Negro for General Readers*, and a list of books by black authors appended

to *The College-Bred Negro*. Du Bois intensions were doubtless more sophisticated in their execution than earlier bibliographies produced beyond the academy, but the overall intention was still to provide useful information and make the point that African Americans had a rich history that they were documenting and interpreting.

There are a number of other important bibliographers but I only have time to briefly mention a few. Daniel A.P. Murray who was born in Baltimore and who worked at the Library of Congress for more than 50 years until his retirement in 1922, authored a *Preliminary List of Books and Pamphlets by Negro Authors for the Paris Exposition and the Library of Congress* which was but one of installment in a life devoted to documenting black accomplishment.

I had the pleasure to know Albert P. Marshall in the last years of his long life. His may be a name unknown to some of you but his genius should be readily comprehended. Marshall, a graduate of Lincoln University, was a librarian at a number of HBCUs. Marshall observed that while libraries at Lincoln and other black institutions subscribed to African American periodicals, the students and faculty made too little use of them as they were not included in the usual indexes such as *Reader's Guide*. Rather than bemoan the sad state, Marshall determined that he would create what became *A Guide to Negro Periodical Literature* beginning in 1941. When each of us thinks our academic burdens are too much, consider what Marshall did. Working at Winston-Salem State's library, Marshall adapted the subject headings from *Readers Guide* and then began indexing black serials such as *Journal of Negro Education*, *Negro Traveler*, and *Phylon* on 3x5" cards which he filed in a shoebox. Then he typed mimeograph stencils and ran off copies, mailed the guide (first edition was 100 copies) at an



annual subscription price of \$2.70. That price brought you an annual accumulation as well as a 3-ring notebook to store it in. As his contemporary Dorothy Wesley Porter said later, Marshall's work was "a great breakthrough" in the long struggle to collect, organize and make accessible in a systematic way writings by and about people of African descent.

Today as we discuss how the history of the black press can be made visual, we build on the work of earlier generations of librarians, scholars, and citizens who were determined that the written accomplishments of African Americans would be collected, preserved, and made accessible to everyone.

Thank you.

## Appendix 5: Black Press Survey Responses

**John Gartrell, Director, John Hope Franklin Research Center for African and African-American History and Culture, Duke University**

### **Visualizing the History of the Black Press in the United States Workshop October 10 & 11, 2014**



1. Do you believe that the Black Press is under researched? Why or Why not?

**I do believe the Black Press is under researched. There is are a few things that lead to this perspective for me. One, with the move to mass digitization of microfilmed newspapers, many of the "comprehensive" newspaper databases are only a raction of the overall number of the newspapers of record for various communities. This in turn causes a great deal of historiography to be repetitive in the bibliographic sources of the press. True, there are a good range of black newspapers that have been digitized, but certainly not enough.**

2. What are the critical areas of need in terms of research on the Black Press?

**Again, there are a number of bibliographic references to articles within histories, but there is still a lot of work to be done to connect the paper as an instituion to the communities they covered. There is a symbiotic relationship between the paper and it's readership, one that often time took decades of trust (evident by the number of papers that died off due to lack of support). Much like the black church is widely considered the epicenter of the black community, the black newspaper, particularly given it's influence in politics and business, should be framed in the same light.**

3. What are the greatest challenges of conducting research on the Black Press?

**Newspapers, by nature are a coperate enterprise, and beyond the physical paper, much of what we know about the function of the paper has to be pieced together from fragments of former publishers and staff. Howard University's MSRC efforts to document the black press were a critical first step at trying to create a more**



**comprehensive archival home for these publications. Convincing extant publications to open their doors for historical research is key.**

4. Please list extant Black Press data sets and newspaper collections that you would like to see digitized and/or visualized:

**Atlanta Daily World, New Amsterdam News, Afro Newspaper (all editions),  
LA**

5. What scholarly works on the Black Press or on the digital humanities have you found most useful?

**Haywood Farrar, *The Baltimore Afro-American***

## JA-ZETTE MARSHBURN, AFRO AMERICAN NEWSPAPERS

### Visualizing the History of the Black Press in the United States Workshop October 10 & 11, 2014



1. Do you believe that the Black Press is under researched? Why or Why not?

***I do feel that the Black Press is under researched as many individuals outside of African American community fail to understand the breadth of the reach of the Black Press. Beyond scholarly researchers, genealogists and family historians have always understood the importance of the Black press and how it can be used as a primary document within the realm of research.***

2. What are the critical areas of need in terms of research on the Black Press?

***The critical areas of need is making the stakeholders and creators within the Black Press understand what they actually have. The owners and former owners of Black Press organizations need to understand the immediacy of preservation of their content as well as having the physical and intellectual control over their institutions' output. Many of these organizations have either destroyed or donated their collections and its records. In some respects, many organizations simply fall assign themselves to benign neglect of their analog materials while that same practice cannot be utilized for digitally produced and distributed materials.***

3. What are the greatest challenges of conducting research on the Black Press?

***The greatest challenges in conducting research is knowing where to look for the most comprehensive collection of not just the articles but the reporting, photos and unedited musings that were used to create the final product. Few Black Press organization contemporary and defunct have an archives and those that did possess a "morgue" of their materials do not know where their materials***



***now exist. Another challenge is having a comprehensive digitized microfilm collection of African American newspapers and then finding public institutions that subscribe to the databases that have these collections available.***

4. Please list extant Black Press data sets and newspaper collections that you would like to see digitized and/or visualized:

***Because the extent of my research is for the editorial and publisher requests of the Afro American Newspaper, I would like to see a comprehensive databases of all editions of the AFRO outside of the university setting.***

5. What scholarly works on the Black Press or on the digital humanities have you found most useful?

***My research is within the AFRO American Newspaper and those scholarly works within the Archives field that elucidate its professionals on the best practices of administering and advocating for small organizations and underutilized collections. These works usually exist within the scholarly journal The American Archivist as well as listserv discussions.***

**Jane Rhodes, Professor and Chair of American Studies, Dean for the Study of Race and Ethnicity, Macalester College**

**Visualizing the History of the Black Press in the United States Workshop  
October 10 & 11, 2014**



1. Do you believe that the Black Press is under researched? Why or Why not?

**Yes. Too many scholars “use” the black press as a resource but do not see it as an institution central to African American history. The cliché of “The Black Press and The Black Church” as black America’s community foundation is not reproduced in scholarship. There is far more attention to religion than to the press. I think this is related, in part, to a lack of scholarly training about the press and media history; few researchers really understanding the economic, political, and social dimensions of the press.**

2. What are the critical areas of need in terms of research on the Black Press?

- **Attention to the inner-workings of press organizations; the personnel, the business management/challenges, the technologies, the communities they serve, how decisions are made, etc.**
- **Focus on the role of the black press as an agent in key political movements and transformations**
- **Focus on the role of the black press and a conduit of cultural values and norms; as an incubator for cultural innovation**

3. What are the greatest challenges of conducting research on the Black Press?

- **Access to extant copies of publications**
- **Access to records and archives**
- **Lack of interest among publishers, grants organizations and foundations**



4. Please list extant Black Press data sets and newspaper collections that you would like to see digitized and/or visualized:

- **The Amsterdam News (New York)**
- **All of Marcus Garvey's periodicals, particularly Negro World**

5. What scholarly works on the Black Press or on the digital humanities have you found most useful?

**There is a dearth of influential scholarly works that center around the black press; many are a decade or more old. I really like Anna Everett's Returning the Gaze even though it is usually located in film studies. Adam Green's Selling the Race does a terrific job of plumbing the role of Johnson Publishing and the Associated Negro Press. Also Pat Washburn's A Question of Sedition is a classic.**

---

**Jim Danky, Future of Print Project, School of Journalism & Mass Communication**

**Visualizing the History of the Black Press in the United States Workshop  
October 10 & 11, 2014**



1. Do you believe that the Black Press is under researched? Why or Why not?

**Yes, and it would be useful to quantify it. Perhaps one could do a study of the number of times the black press is cited in footnotes in major history journals given the ubiquity of electronic sources.**

2. What are the critical areas of need in terms of research on the Black Press?

**The Black Press deserves to be studied itself, to assert itself as a critical part of journalism history; but it also needs to be represented in any and all works of political/social/cultural historical inquiry. And not just the full text titles like the Defender, Sentinel, etc.**

3. What are the greatest challenges of conducting research on the Black Press?

**Lack of digitization, especially after 1923. Many if not nearly all such titles could have their copyright status cleared easily. This is critical because the interest is on the last century, not just the first century of the black press.**

4. Please list extant Black Press data sets and newspaper collections that you would like to see digitized and/or visualized:

**See above.**

5. What scholarly works on the Black Press or on the digital humanities have you found most useful?

**Chronicling America  
Readex's products**



**Khuram Hussain, Assistant Professor of Education, Hobart and William Colleges**

**Visualizing the History of the Black Press in the United States Workshop  
October 10 & 11, 2014**



1. Do you believe that the Black Press is under researched? Why or Why not?

**Yes. Within my field of educational history, the Black Press is seriously under researched and underutilized in informing our understanding of the past. This is particularly concerning because much of the historiography post-*Brown vs. Board of Education* is concerned with the intersection of race, politics and education. Yet seminal works, such as Diane Ravitch's (1990) *The Great School Wars*, only reference mainstream national and local press, even when trying to illustrate the perspectives of Black activists, intellectuals and educators. Even studies that draw on the Black press, such as Jack Dougherty's (2005) exceptional local history *More than One Struggle*, often draw on local Black press without putting local press in conversation with national Black press.**

2. What are the critical areas of need in terms of research on the Black Press?

**I will speak very specifically to my own scholarship here. First, Black Press needs to be researched in terms of the politics of place or critical geography. For example, many national papers helped not only cultivate "imagined communities" at a national and international level but they often did so in ways that were at times informed by a multiplicity of local communities. This was possible through the community-orientation of some of the papers. I think this needs some deeper digging into. Second, Black Press needs to be researched for its contribution to mainstream social views and attitudes. For example, in my work, the contribution of the Black Press to popular conceptions of multicultural education is not well examined.**

3. What are the greatest challenges of conducting research on the Black Press?

**Access. Much of the Black press is stored in research university basements on microfilm. Those historical Black Presses that operated at a smaller scale are often bundled in with other "underground" newspapers adding another barrier to access. Furthermore, students and researchers are less likely to explore these papers than they are to review mainstream papers that have been digitized. Those historical Black papers that have been digitized have enjoyed greater**

**study and use in recent years and eased the challenge of conducting research on the Black press.**

4. Please list extant Black Press data sets and newspaper collections that you would like to see digitized and/or visualized:

- ***The Black Panther Intercommunal News***
- ***Muhammad Speaks***

5. What scholarly works on the Black Press or on the digital humanities have you found most useful?

- **Michael Fultz (1995). "‘The Morning Cometh’: African-American Periodicals, Education, and the Black Middle Class, 1900-1930,” *The Journal of Negro History* 80 (3): 97-112.**
- **Rodger Streitmatter (2001). *Voices of revolution: the dissident press in America*. New York: Columbia University Press, 2001.**
- **Todd Vogel (2001). *The Black press: new literary and historical essays*, Piscataway, N.J.: Rutgers University Press.**

**James Grossman, Executive Director of AHA**

**Visualizing the History of the Black Press in the United States Workshop  
October 10 & 11, 2014**



**1. Do you believe that the Black Press is under researched? Why or Why not?**

There's a lot of good work; there's a lot of good work left to do. It's like most topics, although I do admit that some things have probably been worked to death (or irrelevance). It would be nice to know more about reading black newspapers. But that's hard evidence to find. And I'm guessing we can do all sorts of neat stuff with data mining.

**2. What are the critical areas of need in terms of research on the Black Press?**

Readership. What new can we learn about content from data mining? Especially in terms of thinking about diversity of press. What is the range of perspective? How might a comprehensive analysis of content of black press help us to get a broad view of the range of ideas swirling around black communities at different times and places?

I'm also guessing that we can learn more about African American business patterns from advertisements.

I'd like to learn more about religious newspapers

**3. What are the greatest challenges of conducting research on the Black Press?**

Frustration that so much just hasn't been preserved, especially from 19<sup>th</sup> century.

**4. Please list extant Black Press data sets and newspaper collections that you would like to see digitized and/or visualized:**

Are there any sources comparable to *Chicago Defender* "shipping list" for other newspapers?. I wonder what digital work an do with ads.

**5. What scholarly works on the Black Press or on the digital humanities have you found most useful?**

Have not done enough reading lately in these to have much useful to say. I find much work that is *on* digital humanities, as opposed to simply using digital methods, to be difficult to engage.



**Chella Vaidyanathan, Liaison librarian for the Department of History, Center for Africana Studies, and the Program in Latin American, Sheridan Libraries, Johns Hopkins University**

**Visualizing the History of the Black Press in the United States Workshop  
October 10 & 11, 2014**



1. Do you believe that the Black Press is under researched? Why or Why not?

**As I don't have the subject expertise in this area, I am answering this question from the perspective of a liaison librarian. When I did a quick search in WorldCat for "African American press – history," I was able to locate more than 400 books for this topic. A similar search for "American press – history" retrieved more than more 5100 books. Hence, it seems like the Black Press is under researched.**

2. What are the critical areas of need in terms of research on the Black Press?

**Sorry, I don't have the subject expertise to answer this question.**

3. What are the greatest challenges of conducting research on the Black Press?

**I think one of the greatest challenges of conducting research on the Black Press might be getting access to the newspapers, particularly those that are not well-known.**

4. Please list extant Black Press data sets and newspaper collections that you would like to see digitized and/or visualized:

Maybe local newspapers from small towns? It looks like the following titles might be possible candidates for digitization.

**a) California Eagle**

**b) Buffalo Challenger**

5. What scholarly works on the Black Press or on the digital humanities have you found most useful?

- a) **Burdick, Anne. Digital Humanities. Cambridge, MA: MIT Press, 2012.**
- b) **Carter, Bryan. ed. Digital Humanities: Current Perspective, Practices, and Research. Bingley, U.K.: Emerald, 2013.**
- c) **Cohen, Daniel J., and Tom Scheinfeldt. Hacking the Academy: New Approaches to Scholarship and Teaching From Digital Humanities.**
- d) **Gold, Matthew K. Debates in the Digital Humanities. Minneapolis: University of Minnesota Press, 2012.**
- e) **Kelly, T. Mills. Teaching History in the Digital Age.**
- f) **Schreibman, Susan; Ray Siemans, and John Unsworth, eds. A Companion to Digital Humanities. Malden, MA: Basil Blackwell, 2004.**
- g) **Terras, Melissa., Julianne Nyhan, and Edward Vanhoutte. Defining Digital Humanities: A Reader. Farnham: Ashgate Publishing Ltd, 2013.**

**Earnest Perry, Associate Professor of Journalism and Coordinator of the Doctoral Teaching program, Missouri School of Journalism, University of Missouri**

**Visualizing the History of the Black Press in the United States Workshop  
October 10 & 11, 2014**



1. Do you believe that the Black Press is under researched? Why or Why not?

**Yes, I believe the Black Press is under researched, but it's getting better. The main obstacle is time and access to material, which is what I hope this project will address.**

2. What are the critical areas of need in terms of research on the Black Press?

**There are several critical areas. There needs to be more research on the relationship between the Black Press and various civil rights organizations, which is something I'm working on. There also needs to be more research on individual newspapers and their relationships with the communities they served.**

3. What are the greatest challenges of conducting research on the Black Press?

**The greatest challenge is locating and making accessible newspapers. ProQuest, Readex and others have locked up many sources and the cost is prohibitive to some scholars and institutions.**

4. Please list extant Black Press data sets and newspaper collections that you would like to see digitized and/or visualized:

**I would like to see the Kansas City Call, Oklahoma Black Dispatch, Houston Informer, Cleveland Call and Post to name a few. Some issues are available on ProQuest, but not as many as you might think.**



5. What scholarly works on the Black Press or on the digital humanities have you found most useful?

**When available, I have found the Chicago Defender, Pittsburgh Courier, Atlanta Daily World and the California Eagle very useful. However, using ProQuest can be expensive for my institution. Because of the time period I work in and some of the subjects, it has been more useful for me to go to archives and libraries to obtain information. Sometimes was visiting the archives I've found old newspapers and other Black Press material that would be very useful for researchers if it were digitized.**

**Benjamin Fagan, Assistant Professor of History, Benjamin Fagan  
Visualizing the History of the Black Press in the United States Workshop  
October 10 & 11, 2014**



1. Do you believe that the Black Press is under researched? Why or Why not?

**I think that the Black Press is certainly under researched, especially if we think about “research” on the Black Press as constituting more than simply using the papers as vessels for information. The first reason that I think the Black Press is under researched is accessibility (especially of early newspapers, and papers not located in urban centers). Even with digitization, most papers remain inaccessible to most people, including scholars who are not at universities with well-funded libraries. And even those papers that have been digitized are often poorly presented.**

2. What are the critical areas of need in terms of research on the Black Press?

**Especially in terms of early papers, one of the hardest things to nail down (and this is something I’ll address in the next question) is readership. Who actually read a black newspaper, and how they read it, remains largely a mystery (at least in terms of the early Black Press). This dovetails with the question of distribution. Digital visualization could be especially helpful in tracking at least an idea of where papers went, so that even if we can’t know for sure who read them we can make provisional arguments about the reach of a certain paper.**

3. What are the greatest challenges of conducting research on the Black Press?

**Again concerning early black newspapers, the lack of substantial records relating to readers, distribution, financing, etc., presents a real frustration for those of us trying to deal with such issues. The papers themselves sometimes give these kinds of information, but are notoriously unreliable.**

4. Please list extant Black Press data sets and newspaper collections that you would like to see digitized and/or visualized:

**I’m not sure about extant, but I think that some of the most important papers that haven’t been digitized are those outside of the major urban centers. In the 19<sup>th</sup> century, for example, there are scores of small papers that pop up in places like Troy, NY, that don’t receive nearly the attention of the New York City papers (I’m as guilty of this trend as anyone). In terms of extant papers in the early period, most of what I work with has been digitized, but the quality is incredibly poor. Many of**

the scans of the *Provincial Freeman*, for example, are unreadable, and the cataloguing of early papers is dreadful. So I'm most interested in getting good quality scans up there, accurately catalogued, and out from behind paywalls

5. What scholarly works on the Black Press or on the digital humanities have you found most useful?

Again, as always, coming from the early perspective, Frances Smith Foster's work has been foundational for my own research, as has Eric Gardner's. Frankie Hutton's *The Early Black Press in America* is also a great resource. Chapters in works by John Ernest, Carla Peterson, and Elizabeth McHenry have also been very useful. There is also an excellent digital edition of poems in the *Weekly Anglo-African* by R.J. Weir and Elizabeth Lorang in *Scholarly Editing*. This is the one piece of work on the early black press in the realm of digital humanities that I've found really useful.



## Appendix 6: Workshop Evaluations

**Visualizing the History of the Black Press in the United States**  
**NEH Workshop**  
**JOHNS HOPKINS UNIVERSITY**  
**BALTIMORE, MD**  
**OCTOBER 10-11 2014**

### Section I: Workshop Evaluation

This section helps us understand how future NEH workshops may be developed.

*On a scale of 1-4 where 1 is **strongly disagree** and 4 is **strongly agree**, please circle the most appropriate answer:*

1. The workshop **venue** was:

a) Comfortable

1 2 3 4

b) Well located

1 2 3 4

c) Food and refreshments were adequate

1 2 3 4

Comments: \_\_\_\_\_  
\_\_\_\_\_

2. The workshop **content** was:

a) Relevant

1 2 3 4

b) Comprehensive

1 2 3 4

c) Easy to understand

1 2 3 4

Comments: VERY INTERESTING!  
\_\_\_\_\_

3. The **workshop** was:

a) Well paced

1 2 3 4

b) Breaks were sufficient

1 2 3 4

c) A good mix between listening and activities

1 2 3 4

Comments: \_\_\_\_\_  
\_\_\_\_\_

4. The **activities** were useful learning experiences. 1 2 3 4

Comments: OUR SMALL GROUP WORK WAS VERY USEFUL AND  
EFFECTIVE. WE GAINED RELEVANT IDEAS IN A SHORT AMOUNT OF TIME.

5. The **presenters** were:

a) Knowledgeable 1 2 3 4

b) Well-prepared 1 2 3 4

c) Responsive to participants' questions 1 2 3 4

Comments: I REALLY APPRECIATED THE VIDEO OF THIS WORKSHOP.  
GOOD BACK-AND-FORTH QUESTIONING

6. How could this workshop be **improved** (use this space if you *did not* provide comments above)?

Content: I FEEL LIKE THIS WORKSHOP FULLY ACHIEVED ITS GOAL.  
AS A SIDE-EFFECT, I LEARNED A LOT!

Hand-outs: \_\_\_\_\_

Activities: \_\_\_\_\_

Facilitators: \_\_\_\_\_

Other: \_\_\_\_\_

**Visualizing the History of the Black Press in the United States**  
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1. The workshop **venue** was:

- |  |   |   |   |     |
|--|---|---|---|-----|
| a) Comfortable                         | 1 | 2 | 3 | (4) |
| b) Well located                        | 1 | 2 | 3 | (4) |
| c) Food and refreshments were adequate | 1 | 2 | 3 | (4) |

Comments: Refreshments not provided during breaks

2. The workshop **content** was:

- |                       |   |   |     |     |
|-----------------------|---|---|-----|-----|
| a) Relevant           | 1 | 2 | 3   | (4) |
| b) Comprehensive      | 1 | 2 | 3   | (4) |
| c) Easy to understand | 1 | 2 | (3) | 4   |

Comments: Easy to understand relative to prior knowledge of Digital Humanities

3. The **workshop** was:

- |  |   |   |     |     |
|--|---|---|-----|-----|
| a) Well paced                                  | 1 | 2 | 3   | (4) |
| b) Breaks were sufficient                      | 1 | 2 | (3) | 4   |
| c) A good mix between listening and activities | 1 | 2 | (3) | 4   |

Comments: Leaned toward listening



4. The **activities** were useful learning experiences. 1 2 3 (4)

Comments: Absolutely - got an enormous education  
in linkages between DIT + Scholarship + archives/collecting

5. The **presenters** were:

a) Knowledgeable 1 2 3 (4)

b) Well-prepared 1 2 3 (4)

c) Responsive to participants' questions 1 2 3 (4)

Comments: All presenters very impressive despite  
variable content in their domains of expertise

6. How could this workshop be **improved** (use this space if you *did not* provide comments above)?

Content: Didn't follow up on "homework";  
more discussion time would be helpful

Hand-outs: limited to schedule

Activities: good balance

Facilitators: excellent

Other: maybe create a print/on-line grid  
for follow-up

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- |  |   |   |   |   |
|--|---|---|---|---|
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| b) Well located                        | 1 | 2 | 3 | 4 |
| c) Food and refreshments were adequate | 1 | 2 | 3 | 4 |

Comments: \_\_\_\_\_  
\_\_\_\_\_

2. The workshop **content** was:

- |                       |   |   |   |   |
|-----------------------|---|---|---|---|
| a) Relevant           | 1 | 2 | 3 | 4 |
| b) Comprehensive      | 1 | 2 | 3 | 4 |
| c) Easy to understand | 1 | 2 | 3 | 4 |

Comments: I now have a set of new ideas not only for

my own research, but especially for how to incorporate  
digital projects on the black press into the class room.

3. The workshop was:

- |  |   |   |   |   |
|--|---|---|---|---|
| a) Well paced                                  | 1 | 2 | 3 | 4 |
| b) Breaks were sufficient                      | 1 | 2 | 3 | 4 |
| c) A good mix between listening and activities | 1 | 2 | 3 | 4 |

Comments: \_\_\_\_\_  
\_\_\_\_\_

4. The **activities** were useful learning experiences.

1 2 3 4

Comments: The final brainstorming session really helped me to understand the range of Df Black Press projects that could and need to be undertaken.

5. The **presenters** were:

a) Knowledgeable

1 2 3 4

b) Well-prepared

1 2 3 4

c) Responsive to participants' questions

1 2 3 4

Comments: \_\_\_\_\_

It was very helpful to see examples of past & current projects that could serve as models for our own efforts.

6. How could this workshop be **improved** (use this space if you *did not* provide comments above)?

Content: \_\_\_\_\_

Hand-outs: \_\_\_\_\_

Activities: \_\_\_\_\_

Facilitators: \_\_\_\_\_

Other: \_\_\_\_\_



## Visualizing the History of the Black Press in the United States

### NEH Workshop

JOHNS HOPKINS UNIVERSITY

BALTIMORE, MD

OCTOBER 10-11 2014

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On a scale of 1-4 where 1 is *strongly disagree* and 4 is *strongly agree*, please circle the most appropriate answer:

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- |  |   |   |   |   |
|--|---|---|---|---|
| a) Comfortable                         | 1 | 2 | 3 | 4 |
| b) Well located                        | 1 | 2 | 3 | 4 |
| c) Food and refreshments were adequate | 1 | 2 | 3 | 4 |

Comments: \_\_\_\_\_  
\_\_\_\_\_

2. The workshop **content** was:

- |                       |   |   |   |   |
|-----------------------|---|---|---|---|
| a) Relevant           | 1 | 2 | 3 | 4 |
| b) Comprehensive      | 1 | 2 | 3 | 4 |
| c) Easy to understand | 1 | 2 | 3 | 4 |

Comments: \_\_\_\_\_  
\_\_\_\_\_

3. The **workshop** was:

- |  |   |   |   |   |
|--|---|---|---|---|
| a) Well paced                                  | 1 | 2 | 3 | 4 |
| b) Breaks were sufficient                      | 1 | 2 | 3 | 4 |
| c) A good mix between listening and activities | 1 | 2 | 3 | 4 |

Comments: \_\_\_\_\_  
\_\_\_\_\_

4. The **activities** were useful learning experiences.

1 2 3 ④

Comments: \_\_\_\_\_  
\_\_\_\_\_

5. The **presenters** were:

a) Knowledgeable

1 2 3 ④

b) Well-prepared

1 2 3 ④

c) Responsive to participants' questions

1 2 ③ 4

Comments: \_\_\_\_\_  
\_\_\_\_\_

6. How could this workshop be **improved** (use this space if you *did not* provide comments above)?

Content: I hate to assign add'l homework  
but some advance reading would have been good.

Hand-outs: \_\_\_\_\_

Activities: The breakout sessions were really good  
and I was struck by the value of separate groups.

Facilitators: The organizers kept things moving  
right along but also kept a keen eye

Other: \_\_\_\_\_  
on goals.

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- |  |   |   |   |   |
|--|---|---|---|---|
| a) Comfortable                         | 1 | 2 | 3 | 4 |
| b) Well located                        | 1 | 2 | 3 | 4 |
| c) Food and refreshments were adequate | 1 | 2 | 3 | 4 |

Comments: \_\_\_\_\_  
\_\_\_\_\_

2. The workshop **content** was:

- |                       |   |   |   |   |
|-----------------------|---|---|---|---|
| a) Relevant           | 1 | 2 | 3 | 4 |
| b) Comprehensive      | 1 | 2 | 3 | 4 |
| c) Easy to understand | 1 | 2 | 3 | 4 |

Comments: \_\_\_\_\_  
\_\_\_\_\_

3. The **workshop** was:

- |  |   |   |   |   |
|--|---|---|---|---|
| a) Well paced                                  | 1 | 2 | 3 | 4 |
| b) Breaks were sufficient                      | 1 | 2 | 3 | 4 |
| c) A good mix between listening and activities | 1 | 2 | 3 | 4 |

Comments: \_\_\_\_\_  
\_\_\_\_\_



4. The **activities** were useful learning experiences.      1    2    3    4

Comments: \_\_\_\_\_

5. The presenters were:

- a) Knowledgeable 1 2 3 4

- b) Well-prepared

- |  |   |   |   |   |
|--|---|---|---|---|
| c) Responsive to participants' questions | 1 | 2 | 3 | 4 |
|--|---|---|---|---|

Comments: \_\_\_\_\_

6. How could this workshop be **improved** (use this space if you *did not* provide comments above)?

Content: \_\_\_\_\_

Hand-outs: \_\_\_\_\_

Activities: \_\_\_\_\_

Facilitators: \_\_\_\_\_

Other: \_\_\_\_\_

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- |  |   |   |   |     |
|--|---|---|---|-----|
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| b) Well located                        | 1 | 2 | 3 | (4) |
| c) Food and refreshments were adequate | 1 | 2 | 3 | (4) |

Comments: More coffee?

2. The workshop **content** was:

- |                       |   |   |   |     |
|-----------------------|---|---|---|-----|
| a) Relevant           | 1 | 2 | 3 | (4) |
| b) Comprehensive      | 1 | 2 | 3 | (4) |
| c) Easy to understand | 1 | 2 | 3 | (4) |

Comments: This has been a great opportunity to learn from scholars and others working in related fields but may not often come together — really fascinating and illuminating!

3. The **workshop** was:

- |  |   |   |   |     |
|--|---|---|---|-----|
| a) Well paced                                  | 1 | 2 | 3 | (4) |
| b) Breaks were sufficient                      | 1 | 2 | 3 | (4) |
| c) A good mix between listening and activities | 1 | 2 | 3 | (4) |

Comments: \_\_\_\_\_

4. The **activities** were useful learning experiences.

1 2 3 ④

Comments: \_\_\_\_\_  
\_\_\_\_\_

5. The **presenters** were:

a) Knowledgeable

1 2 3 ④

b) Well-prepared

1 2 3 ④

c) Responsive to participants' questions

1 2 3 ④

Comments: \_\_\_\_\_  
\_\_\_\_\_

6. How could this workshop be **improved** (use this space if you *did not* provide comments above)?

Content: There was a lot of content - I guess  
it could have been longer.

Hand-outs: \_\_\_\_\_

Activities: \_\_\_\_\_

Facilitators: \_\_\_\_\_

Other: Everything was very positive!



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- |  |   |   |   |   |
|--|---|---|---|---|
| a) Comfortable                         | 1 | 2 | 3 | 4 |
| b) Well located                        | 1 | 2 | 3 | 4 |
| c) Food and refreshments were adequate | 1 | 2 | 3 | 4 |

Comments: \_\_\_\_\_  
\_\_\_\_\_

2. The workshop **content** was:

- |                       |   |   |   |   |
|-----------------------|---|---|---|---|
| a) Relevant           | 1 | 2 | 3 | 4 |
| b) Comprehensive      | 1 | 2 | 3 | 4 |
| c) Easy to understand | 1 | 2 | 3 | 4 |

Comments: The workshop exceeded expectations, in terms of  
comprehensiveness. It was detailed, illustrative and  
in-depth

3. The **workshop** was:

- |  |   |   |   |   |
|--|---|---|---|---|
| a) Well paced                                  | 1 | 2 | 3 | 4 |
| b) Breaks were sufficient                      | 1 | 2 | 3 | 4 |
| c) A good mix between listening and activities | 1 | 2 | 3 | 4 |

Comments: \_\_\_\_\_  
\_\_\_\_\_

4. The **activities** were useful learning experiences. 1 2 3 (4)

Comments: The closing activity was well-organized around important questions, with a thoughtful final whole-group discussion

5. The **presenters** were:

a) Knowledgeable 1 2 3 (4)

b) Well-prepared 1 2 3 (4)

c) Responsive to participants' questions 1 2 3 (4)

Comments: See Answer #2. Yes, they walked us through the projects they developed, highlighting connections

6. How could this workshop be **improved** (use this space if you *did not* provide comments above)?

Content: Solid content. one aspect to further explore is how technically expert individuals can more explicitly connect examples of Black press to their projects

Hand-outs: One hand-out that lists all the resources presented

Activities: \_\_\_\_\_

Facilitators: \_\_\_\_\_

Other: \_\_\_\_\_

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1. The workshop **venue** was:

- |  |   |   |   |   |
|--|---|---|---|---|
| a) Comfortable                         | 1 | 2 | 3 | ④ |
| b) Well located                        | 1 | 2 | 3 | ④ |
| c) Food and refreshments were adequate | 1 | 2 | ③ | 4 |

Comments: \_\_\_\_\_  
\_\_\_\_\_

2. The workshop **content** was:

- |                       |   |   |   |   |
|-----------------------|---|---|---|---|
| a) Relevant           | 1 | 2 | 3 | ④ |
| b) Comprehensive      | 1 | 2 | 3 | ④ |
| c) Easy to understand | 1 | 2 | ③ | 4 |

Comments: \_\_\_\_\_  
\_\_\_\_\_

3. The **workshop** was:

- |  |   |   |   |   |
|--|---|---|---|---|
| a) Well paced                                  | 1 | 2 | 3 | ④ |
| b) Breaks were sufficient                      | 1 | 2 | ③ | 4 |
| c) A good mix between listening and activities | 1 | 2 | 3 | ④ |

Comments: \_\_\_\_\_  
\_\_\_\_\_



4. The **activities** were useful learning experiences. 1 2 3 ④

Comments: Brain storming at the end  
was very useful.

5. The **presenters** were:

a) Knowledgeable 1 2 3 ④

b) Well-prepared 1 2 3 ④

c) Responsive to participants' questions 1 2 3 ④

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. How could this workshop be **improved** (use this space if you *did not* provide comments above)?

Content: The content was excellent, but  
my digital knowledge needed to be higher.

Hand-outs: Not many, but what we  
had was useful.

Activities: The brain storming session at  
the end was very useful.

Facilitators: Facilitators were very good.

Other participants were excellent.

Other: \_\_\_\_\_

# Visualizing the History of the Black Press in the United States

## NEH Workshop

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OCTOBER 10-11 2014

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On a scale of 1-4 where 1 is **strongly disagree** and 4 is **strongly agree**, please circle the most appropriate answer:

1. The workshop **venue** was:

- a) Comfortable 1 2 3 **4**  
b) Well located 1 2 3 **4**  
c) Food and refreshments were adequate 1 2 3 **4**

Comments: I work at JHU Libraries. Hence, the location was perfect for me

2. The workshop **content** was:

- a) Relevant 1 2 3 **4**  
b) Comprehensive 1 2 3 **4**  
c) Easy to understand 1 2 3 **4**

Comments: As someone who doesn't have a subject background I found the value + presentations very helpful in understanding about scholarship and DH practices in the learning area!

3. The **workshop** was:

- a) Well paced 1 2 3 **4**  
b) Breaks were sufficient 1 2 3 **4**  
c) A good mix between listening and activities 1 2 3 **4**

Comments: \_\_\_\_\_  
\_\_\_\_\_

4. The **activities** were useful learning experiences. 1 2 3 (4)

Comments: \_\_\_\_\_  
\_\_\_\_\_

5. The **presenters** were:

a) Knowledgeable 1 2 3 (4)

b) Well-prepared 1 2 3 (4)

c) Responsive to participants' questions 1 2 3 (4)

Comments: Presenters took time to answer  
participants' questions  
\_\_\_\_\_

6. How could this workshop be **improved** (use this space if you *did not* provide comments above)?

Content: \_\_\_\_\_  
\_\_\_\_\_

Hand-outs: \_\_\_\_\_  
\_\_\_\_\_

Activities: \_\_\_\_\_  
\_\_\_\_\_

Facilitators: \_\_\_\_\_  
\_\_\_\_\_

Other: \_\_\_\_\_  
\_\_\_\_\_



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1. The workshop **venue** was:

- |  |   |   |          |          |
|--|---|---|----------|----------|
| a) Comfortable                         | 1 | 2 | 3        | <u>4</u> |
| b) Well located                        | 1 | 2 | <u>3</u> | 4        |
| c) Food and refreshments were adequate | 1 | 2 | <u>3</u> | 4        |

Comments: It would have been nice to have a dedicated shuttle between the hotel and JHU campus.

2. The workshop **content** was:

- |                       |   |   |   |          |
|-----------------------|---|---|---|----------|
| a) Relevant           | 1 | 2 | 3 | <u>4</u> |
| b) Comprehensive      | 1 | 2 | 3 | <u>4</u> |
| c) Easy to understand | 1 | 2 | 3 | <u>4</u> |

Comments: \_\_\_\_\_  
\_\_\_\_\_

3. The **workshop** was:

- |  |   |   |          |          |
|--|---|---|----------|----------|
| a) Well paced                                  | 1 | 2 | 3        | <u>4</u> |
| b) Breaks were sufficient                      | 1 | 2 | <u>3</u> | 4        |
| c) A good mix between listening and activities | 1 | 2 | <u>3</u> | 4        |

Comments: \_\_\_\_\_  
\_\_\_\_\_

4. The **activities** were useful learning experiences.      1   2   3   4

Comments: \_\_\_\_\_  
\_\_\_\_\_

5. The **presenters** were:

a) Knowledgeable      1   2   3   4

b) Well-prepared      1   2   3   4

c) Responsive to participants' questions      1   2   3   4

Comments: \_\_\_\_\_  
\_\_\_\_\_

6. How could this workshop be **improved** (use this space if you *did not* provide comments above)?

Content: I think a review of the agro project  
outcome would have been helpful.

Hand-outs: The presenter schedule was incomplete.

Activities: Good communication between  
participants

Facilitators: Excellent.

Other: \_\_\_\_\_

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- |  |   |   |   |   |
|--|---|---|---|---|
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| b) Well located                        | 1 | 2 | 3 | 4 |
| c) Food and refreshments were adequate | 1 | 2 | 3 | 4 |

Comments: \_\_\_\_\_  
\_\_\_\_\_

2. The workshop **content** was:

- |                       |   |   |   |   |
|-----------------------|---|---|---|---|
| a) Relevant           | 1 | 2 | 3 | 4 |
| b) Comprehensive      | 1 | 2 | 3 | 4 |
| c) Easy to understand | 1 | 2 | 3 | 4 |

Comments: \_\_\_\_\_  
\_\_\_\_\_

*very own limited understanding*

3. The **workshop** was:

- |  |   |   |   |   |
|--|---|---|---|---|
| a) Well paced                                  | 1 | 2 | 3 | 4 |
| b) Breaks were sufficient                      | 1 | 2 | 3 | 4 |
| c) A good mix between listening and activities | 1 | 2 | 3 | 4 |

Comments: \_\_\_\_\_  
\_\_\_\_\_



4. The **activities** were useful learning experiences.      1    2    3    4

Comments: \_\_\_\_\_  
\_\_\_\_\_

5. The **presenters** were:

- |  |   |   |   |   |
|--|---|---|---|---|
| a) Knowledgeable                         | 1 | 2 | 3 | 4 |
| b) Well-prepared                         | 1 | 2 | 3 | 4 |
| c) Responsive to participants' questions | 1 | 2 | 3 | 4 |

Comments: \_\_\_\_\_  
\_\_\_\_\_

6. How could this workshop be **improved** (use this space if you *did not* provide comments above)?

Content: \_\_\_\_\_  
\_\_\_\_\_

Hand-outs: \_\_\_\_\_  
\_\_\_\_\_

Activities: \_\_\_\_\_  
\_\_\_\_\_

Facilitators: \_\_\_\_\_  
\_\_\_\_\_

Other: it maybe insightful to ask researchers who are not connected to D.H. how they might use the BPRE.  
In addition, the BPRE will be helpful in institutions other than secondary, so asking grade school teachers ~~other~~ ~~and~~ might be helpful in helping to shape the final product.

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On a scale of 1-4 where 1 is **strongly disagree** and 4 is **strongly agree**, please circle the most appropriate answer:

1. The workshop **venue** was:

- a) Comfortable
- b) Well located
- c) Food and refreshments were adequate

1 2 3 4  
1 2 3 4  
1 2 3 4

misread to  
scale  
50/11

Comments: \_\_\_\_\_

2. The workshop **content** was:

- a) Relevant
- b) Comprehensive
- c) Easy to understand

1 2 3 4  
1 2 3 4  
1 2 3 4

opp  
misread  
to  
scale

Comments: Great mix of speakers

3. The **workshop** was:

- a) Well paced
- b) Breaks were sufficient
- c) A good mix between listening and activities

1 2 3 4  
1 2 3 4  
1 2 3 4

Comments: \_\_\_\_\_

4. The **activities** were useful learning experiences.

1 2 3 4

Comments: Interesting Ideas at the end

5. The **presenters** were:

a) Knowledgeable

1 2 3 4

b) Well-prepared

1 2 3 4

c) Responsive to participants' questions

1 2 3 4

Comments: \_\_\_\_\_

6. How could this workshop be **improved** (use this space if you *did not* provide comments above)?

Content: Seemed appropriately diverse

Hand-outs: Perhaps an online list of the project and topics discussed

Activities: \_\_\_\_\_

Facilitators: \_\_\_\_\_

Other: \_\_\_\_\_

— was glad to meet many of the people as well as to think about the ways online technology is changing scholarship on universities.



**Visualizing the History of the Black Press in the United States**  
**NEH Workshop**  
**JOHNS HOPKINS UNIVERSITY**  
**BALTIMORE, MD**  
**OCTOBER 10-11 2014**

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On a scale of 1-4 where 1 is **strongly disagree** and 4 is **strongly agree**, please circle the most appropriate answer:

1. The workshop **venue** was:

- |  |   |   |     |     |
|--|---|---|-----|-----|
| a) Comfortable                         | 1 | 2 | 3   | (4) |
| b) Well located                        | 1 | 2 | 3   | (4) |
| c) Food and refreshments were adequate | 1 | 2 | (3) | 4   |

Comments: You did great with meeting at the library,  
I know Hopkins is hard to get to sometimes

2. The workshop **content** was:

- |                       |   |   |   |     |
|-----------------------|---|---|---|-----|
| a) Relevant           | 1 | 2 | 3 | (4) |
| b) Comprehensive      | 1 | 2 | 3 | (4) |
| c) Easy to understand | 1 | 2 | 3 | (4) |

Comments: \_\_\_\_\_  
\_\_\_\_\_

3. The **workshop** was:

- |  |   |   |     |     |
|--|---|---|-----|-----|
| a) Well paced                                  | 1 | 2 | 3   | (4) |
| b) Breaks were sufficient                      | 1 | 2 | 3   | (4) |
| c) A good mix between listening and activities | 1 | 2 | (3) | 4   |

Comments: We likely could use group activity on  
both days - more conversation in group may garner  
ideas.

4. The **activities** were useful learning experiences. 1 2 3 (4)

Comments: Enjoyed the diversity of expertise

5. The **presenters** were:

a) Knowledgeable 1 2 3 (4)

b) Well-prepared 1 2 3 (4)

c) Responsive to participants' questions 1 2 3 (4)

Comments: Very insightful and the work each speaker  
is excellent. The

6. How could this workshop be **improved** (use this space if you *did not* provide comments above)?

Content: \_\_\_\_\_

Hand-outs: \_\_\_\_\_

Activities: \_\_\_\_\_

Facilitators: \_\_\_\_\_

Other: \_\_\_\_\_

This was excellent! Got me thinking about more black  
history/humanities themed projects in my own collective.

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1. The workshop **venue** was:

- |  |   |   |          |          |
|--|---|---|----------|----------|
| a) Comfortable                         | 1 | 2 | <u>3</u> | 4        |
| b) Well located                        | 1 | 2 | 3        | <u>4</u> |
| c) Food and refreshments were adequate | 1 | 2 | 3        | <u>4</u> |

Comments: conference room did not have great  
acoustics for a group of this size

2. The workshop **content** was:

- |                       |   |   |   |          |
|-----------------------|---|---|---|----------|
| a) Relevant           | 1 | 2 | 3 | <u>4</u> |
| b) Comprehensive      | 1 | 2 | 3 | <u>4</u> |
| c) Easy to understand | 1 | 2 | 3 | <u>4</u> |

Comments: \_\_\_\_\_

3. The **workshop** was:

- |  |   |          |          |   |
|--|---|----------|----------|---|
| a) Well paced                                  | 1 | 2        | <u>3</u> | 4 |
| b) Breaks were sufficient                      | 1 | <u>2</u> | 3        | 4 |
| c) A good mix between listening and activities | 1 | 2        | <u>3</u> | 4 |

Comments: So much to accomplish in a compressed  
time frame - it was exhausting but exhilarating



4. The **activities** were useful learning experiences.      1    2    3    ④

Comments: \_\_\_\_\_

5. The **presenters** were:

- a) Knowledgeable 1 2 3 (4)

- b) Well-prepared 1 2 3 4

- c) Responsive to participants' questions 1 2 3 (4)

Comments: \_\_\_\_\_

6. How could this workshop be **improved** (use this space if you *did not* provide comments above)?

Content: \_\_\_\_\_

Hand-outs: \_\_\_\_\_

Activities: \_\_\_\_\_

Facilitators: \_\_\_\_\_

Other: Locate hotel closer to Conference room to  
cut down on travel time (maybe meet in  
hotel conference room instead of at university?).

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- |  |   |   |   |   |
|--|---|---|---|---|
| a) Comfortable                         | 1 | 2 | 3 | 4 |
| b) Well located                        | 1 | 2 | 3 | 4 |
| c) Food and refreshments were adequate | 1 | 2 | 3 | 4 |

Comments: (E) - they didn't try to go over the top. Prudent budgeting for the purpose.  
It is a great conference site

2. The workshop **content** was:

- |                       |   |   |   |   |
|-----------------------|---|---|---|---|
| a) Relevant           | 1 | 2 | 3 | 4 |
| b) Comprehensive      | 1 | 2 | 3 | 4 |
| c) Easy to understand | 1 | 2 | 3 | 4 |

Comments: (E) DH often faced w/ jargon. Not much of that here

3. The **workshop** was:

- |  |   |   |   |   |
|--|---|---|---|---|
| a) Well paced                                  | 1 | 2 | 3 | 4 |
| b) Breaks were sufficient                      | 1 | 2 | 3 | 4 |
| c) A good mix between listening and activities | 1 | 2 | 3 | 4 |

Comments: \_\_\_\_\_  
\_\_\_\_\_

4. The **activities** were useful learning experiences. 1 2 3 4

Comments: Learned a lot from people in your nation  
& DH

5. The **presenters** were:

a) Knowledgeable 1 2 3 4

b) Well-prepared 1 2 3 4

c) Responsive to participants' questions 1 2 3 4

Comments: \_\_\_\_\_

6. How could this workshop be **improved** (use this space if you *did not* provide comments above)?

Content: Excellent variety.

Hand-outs: We weren't included. We had what  
we needed

Activities: Worked very well

Facilitators: Superb

Other: Hotel near campus would have been better.

Organizer chose a fabulous mix of participants  
I was hugely impressed.



## Appendix 7: Social Media



**The Hilltop** @TheHilltopHU · Oct 11

"@BlackPressRC: #BPRCworkshop talking about @TheHilltop - Black Journalism at its best"



[View conversation](#)



**LT Wynn** @Pubhistorian · Oct 11

RT @BlackPressRC: #BPRCworkshop John Gartrell asks us to think about realistic projects and timelines for Digital projects on the Black Press



**LT Wynn** @Pubhistorian · Oct 11

RT @BlackPressRC: #BPRCworkshop - Institutions have to help support Black Press archives - they are the 1st draft of AFAM History



Krystal Appiah retweeted



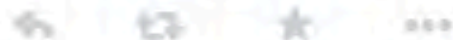
**BPRC** @BlackPressRC · Oct 11

#BPRCworkshop Christine Murray from Van Pelt discusses her work on newspapers at Van Pelt library  
[blackpressresearchcollective.org/2014/08/13/lib...](http://blackpressresearchcollective.org/2014/08/13/lib...)



**Dr. Walter Greason** @WorldProfessor · Oct 10

@BlackPressRC @DrJamesPeterson @JohnsHopkins So much critical content. Does the proposal extend into the 19th century?



[View conversation](#)



**IUPUI DigitalScholar** @IUPUIDigSchol · Oct 10

RT @blackpressrc: #BPRCworkshop Caitlin Pollock wants to correct dirty OCR of @IndyRecorder @IUPUI



**Elliot King** @ElliotKingPhD · Oct 10

Data mining of newspapers can reveal the changing public agenda. @mcgeoff  
#bprcworkshop @BlackPressRC

👍 1 ⭐ 1 ...



**Elliot King** @ElliotKingPhD · Oct 10

Using data visualizations to tell stories will transform journalism @mcgeoff  
#BPRCworkshop @BlackPressRC

👍 1 ⭐ 1 ...



**BPRC** @BlackPressRC · Oct 10

#BPRCworkshop @mcgeoff Geoff McGhee from the Bill Lane Center from the American West talking about Mapping Journalism [web.stanford.edu/group/ruralwes...](http://web.stanford.edu/group/ruralwes...)

👍 1 ⭐ ...



**BPRC** @BlackPressRC · Oct 10

#BPRCworkshop library's Digital Scholarship Librarians at @IUPUI library mine the @IndyRecorder at [scholarworks.iupui.edu/handle/1805/42...](http://scholarworks.iupui.edu/handle/1805/42...) ...

👍 1 ⭐ ...



**BPRC** @BlackPressRC · Oct 10

#BPRCworkshop Caitlin Pollock @IUPUI interested in Black women of late 19th century - digitally tracking Ida B. Wells

👍 1 ⭐ ...



**BPRC** @BlackPressRC · Oct 10

#BPRCworkshop whenever Union troops were near is when you see fewest female runaway slave advertisements- fascinating! @csnesbit

👍 1 ⭐ ...



**BPRC** @BlackPressRC · Oct 10

#BPRCworkshop @csnesbit we need new types of robust digital visualizations



**BPRC** @BlackPressRC · Oct 10

#BPRCworkshop John Gartrell at John Hope Franklin Center says we have to think of the Black Press as an institution that has funding issues



**BPRC** @BlackPressRC · Oct 10

#BPRCworkshop - Institutions have to help support Black Press archives - they are the 1st draft of AFAM History



**BPRC** @BlackPressRC · Oct 10

#BPRCworkshop John Gartrell at John Hope Franklin Center @DukeAAAS we have to balance the private archive vs. public research needs



Howard Ramsby II favorited

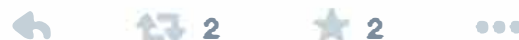


**BPRC** @BlackPressRC · Oct 10

#BPRCworkshop @blackstudies scholars talking about digitally visualizing the #BlackPress all day @JohnsHopkins



Mark Czyzyk (Johns Hopkins University)  
G. Sayeed Choudhury (Johns Hopkins University)  
James Danky (University of Wisconsin-Madison)  
Benjamin Fagan (University of Arkansas)  
Kim Gallon (Purdue University)  
John Gartrell (Duke University)  
James Grossman (American Historical Association)  
Debra Newman Ham (Morgan State University)  
Rachel Howard (University of Louisville)  
Molra Hinderer (Johns Hopkins University)  
Khuram Hussain (Hobart and William Smith Colleges)  
Elliot King (Loyola University of Maryland)  
JaZette Marshburn (AFRO Newspapers)  
Geoff McGhee (Stanford University)  
Christine Murray (University of Pennsylvania)  
Scott Nesbit (University of Georgia)  
John "Jake" Oliver (AFRO Newspapers)  
Earnest L. Perry (University of Missouri)  
Kerri C. Phillips (Howard University)  
Caitlin Pollock (Indiana University-Purdue University Indianapolis)  
Jane Rhodes (Macalester College)  
Hollis Robbins (Johns Hopkins University)  
Thomas and Amy Smith (Project Gado)  
Andrew Torget (University of North Texas)  
Chella Vaidyanathan (Johns Hopkins University)





## Appendix 8: Workshop Photos







Group #1  
Why this matters  
What this is changing  
+ DPLA + Federal info for  
What happens  
Why this matters  
Why it is possible  
What Digital can enable  
to make work right  
to build with existing data

Group #2  
Visualization  
Connect between organizations  
& data  
Group #3  
Where are we headed?  
Digital Operations &  
Archival Systems  
Tailoring Services

Group #4  
Archiving visual objects  
Creating New Data Sets  
Researcher  
What can we provide  
Archiving data  
"Accommodate"  
to the user's needs











